

Educator-Targeted Bullying: Cross-Cultural Perspective

By

© 2018

Qiao, Bixi

B.Ed. Capital Normal University, 2013

Submitted to the graduate degree program in Educational Psychology and Research and the Graduate Faculty of the University of Kansas as in partial fulfillment of the requirements for the degree of Master of Science in Education.

Chair: Dr. Robert G. Harrington

Dr. Felix Moos

Dr. Seungyeon Lee

Date Defended: Jan. 19, 2018

The thesis committee for Qiao, Bixi certifies that this is the
approved version of the following thesis:

Educator-Targeted Bullying: Cross-Cultural Perspective

Chair: Robert G. Harrington

Date Approved: Jan. 19, 2018

Abstract

Past research normally focused on students bullying their peers. Systematic research has not been conducted targeting students' various bullying behaviors against teachers. The current study focused on understanding the issue which teachers are bullied by students.

Both quantitative survey and qualitative focus group/interviews were conducted. American and Chinese teachers from elementary, middle, and high schools, were recruited for a self-created survey study. A pilot study was conducted regarding the survey, to ensure the clarity and understandability of the survey, by collecting reviewers' feedback on the survey. Revisions were made on the survey after the pilot study. The survey included teachers' experiences with students bullying teachers, teachers' perception on the reasons for students bullying teachers, bullying policy, school safety.

Further, focus group meeting was conducted with Chinese teachers, and individual interviews were conducted for American teachers to study further about their experiences with students bullying teachers, and to understand the cultural reasoning for students bullying teachers.

Survey results showed that American teachers experienced mainly relational, verbal, physical, discriminatory bullying; Chinese teachers mainly experienced relational, verbal bullying. The majority of American teachers reported the bullying behavior to school administrators. But

that was not the case for Chinese teachers. Both American and Chinese teachers showed concern regarding students imitating their parents' negative behaviors against teachers.

Qualitative results showed that both American and Chinese teachers reported they experienced or witnessed bullying behaviors from students, parents, administrators, or teachers. Both American and Chinese participants reported teachers are not highly respected in current teaching environment.

Acknowledgement

I would love to dedicate this paper to my parents, who supported me every step in my life. Without their care, love, help, and support, I could not even have the opportunity to study in graduate school in U.S.

I would love to thank my advisor, Dr. Harrington, who met with me countless times to discuss about my thesis. Every time, talking to Dr. Harrington, I felt inspired. Without his support and guidance, I could not complete this study. There is no word that can describe how grateful I am, having Dr. Harrington as my advisor.

I would love to thank Dr. Moos for helping me with understanding more about Chinese culture. It was inspiring to learn Chinese culture from a new perspective. I felt very grateful having Dr. Moos as my committee member. He has helped me with including more cultural aspects in my study.

I would love to thank Dr. Lee who has provided me a lot of good advice and ideas in my paper. I also felt very grateful of having Dr. Lee as one of my committee members. She helped me getting more organized and detailed while working on my paper, and helped me complete a stronger study.

I would love to thank all the reviewers who helped me review my survey. Their thoughts and ideas helped me shape my survey. I would love to thank all the teachers in America and China, who participated in my study. Their honest feedback was the essence of my study. I would love to thank all the individuals who helped me along the way, while I was working on my thesis. Without all of their help, I could not complete this study. I felt very grateful for all their kind help and support.

Table of Contents

Chapter 1: Introduction	1
General Information about Bullying	1
Educator-Targeted Bullying (ETB)	4
Consequences of Bullying Behaviors	6
Characteristics of Teaching as a Profession.....	7
Chinese Definition and Translation of Bullying	8
Cultural Contexts	11
Chapter 2: Literature Review	16
Current Research on ETB	16
Factors Affecting ETB	52
Summary	61
Chapter 3: Method	62
Current Study	62
Participants.....	62
Quantitative Study: Instrumentation	64
Quantitative Study Procedures.....	74
Qualitative Study Procedure	78
Statistical Analysis.....	79
Chapter 4: Results	87
Survey Results	87
Qualitative Study Results.....	101
Chapter 5: Discussion	113
Discussion	113
Strengths and Limitations	122
Appendix A. Bullying Survey on Teachers	124
Appendix B. List of Questions for Survey Reviewers	180
Appendix C. Reviewers' Feedback on Survey	183

Appendix D.	Survey Results US Vs CN.....	187
Appendix E.	Consent Form for Focus Group/Interview Meeting.....	260
Appendix F.	Focus Group/Interview Meeting Questions	261
Appendix G.	Focus Group/Interview Results.....	263
Appendix H.	List of Contributors	269
References	270

List of Tables

Table 1.1 Kõiv (2015) bullying behavior comparing 2003 with 2013 conducted by different perpetrators.	19
Table 1.2 Zhang, Musu-Gillette & Oudekerk (2016) teachers bullied by students, comparing ethnicity.....	29
Table 1.3 Zhang, Musu-Gillette & Oudekerk (2016) teachers bullied by students, comparing public and private schools.....	29
Table 1.4 McMahon et al. (2014) teacher victimization, comparing teachers' gender	31
Table 1.5 McMahon et al. (2014) teacher victimization, comparing teachers' ethnicity	33
Table 1.6 McMahon et al. (2014) teacher victimization, comparing teachers' community type .	33
Table 1.7 Tiesman et al. (2013) WVP perpetrated by students	38
Table 1.8 Tiesman et al. (2013) location for assaults against teachers.....	41
Table 1.9 Tiesman et al. (2013) perpetrator gender for educators in different educational fields	41
Table 1.10 Tiesman et al. (2013) number of assaults reported to administrator	41
Table 1.11 Tiesman et al. (2013) number of assaults not led to treatment.....	41
Table 1.12 Dong (2010) students bullying behaviors against teachers, reported by students and teachers	47
Table 2.1.1 Screener: Personal experiences with students bullying teachers	187
Table 2.1.2 Screener: Experiences with witnessing students bullying teachers	187
Table 2.1.3 Teachers' experiences with students bullying teachers	188
Table 2.2.1 Personal experience with students' physical bullying behavior	188
Table 2.2.2 Personal experience with students' physical bullying behavior – physical threatening/intimidation inserted	189
Table 2.2.3 Personal experience with students' other physical bullying behavior inserted	189
Table 2.2.4 Personal experience with students' physical bullying behavior frequency inserted	189
Table 2.2.5 Personal experience with students' verbal bullying behavior	190
Table 2.2.6 Personal experience with students' other verbal bullying behavior inserted.....	190
Table 2.2.7 Personal experience with students' verbal bullying behavior frequency inserted...	191
Table 2.2.8 Personal experience with students' cyberbullying behavior.....	191
Table 2.2.9 Personal experience with students' other cyberbullying behavior inserted.....	192
Table 2.2.10 Personal experience with students' cyberbullying behavior frequency inserted...	192
Table 2.2.11 Personal experience with students' relational bullying behavior	192
Table 2.2.12 Personal experience with students' other relational behavior inserted.....	193
Table 2.2.13 Personal experience with students' relational bullying behavior frequency inserted	193
Table 2.2.14 Personal experience with students' sexual bullying behavior	194

Table 2.2.15 Personal experience with students' sexual bullying behavior frequency inserted.	194
Table 2.2.16 Personal experience with students' discriminatory bullying behavior	195
Table 2.2.17 Personal experience with students' discriminatory bullying behavior frequency inserted.....	196
Table 2.2.18 Summary of teachers' personal experiences with students' bullying behaviors ...	196
Table 2.2.19 Personal experience with students' other bullying behavior	197
Table 2.2.20 Personal experience with students' other bullying behavior inserted.....	197
Table 2.2.21 Personal experience with students' other bullying behavior frequency inserted...	197
Table 2.2.22 Personal experience with students' bullying behavior – Gender of the bully	198
Table 2.2.23 Personal experience with students' bullying behavior frequency – Boys as bullies	198
Table 2.2.24 Personal experience with students' bullying behavior frequency – Girls as bullies	198
Table 2.2.25 Personal experience with students' bullying behavior frequency overall	199
Table 2.2.26 Personal experience with students' bullying behavior location.....	200
Table 2.2.27 Personal experience with students' bullying behavior location frequency.....	201
Table 2.2.28 Action took by teachers after being bullied by students	203
Table 2.2.29 Other action took by teachers after being bullied by students inserted	204
Table 2.2.30 Teachers' emotional responses after being bullied by students.....	205
Table 2.2.31 Teachers' other emotional responses after being bullied by students inserted.....	206
Table 2.2.32 Action took by others after teachers were bullied by students – reported by bullying victims.....	219
Table 2.2.33 Other action took by others after teachers were bullied by students – inserted by bullying victims	220
Table 2.2.34 Effectiveness of support agencies – reported by bullying victims	221
Table 2.2.35 Other people who help teacher after they were bullied by students	223
Table 2.3.1 Bystander experience with students' physical bullying behaviors	223
Table 2.3.2 Bystander experience with students' other physical bullying behaviors inserted ...	224
Table 2.3.3 Bystander experience with students' physical bullying behaviors frequency	224
Table 2.3.4 Bystander experience with students' verbal bullying behaviors	224
Table 2.3.5 Bystander experience with students' other verbal bullying behaviors inserted	225
Table 2.3.6 Bystander experience with students' verbal bullying behaviors frequency	225
Table 2.3.7 Bystander experience with students' cyberbullying behaviors.....	226
Table 2.3.8 Bystander experience with students' cyberbullying behaviors frequency.....	226
Table 2.3.9 Bystander experience with students' relational bullying behaviors	227
Table 2.3.10 Bystander experience with students' relational bullying behaviors frequency	227

Table 2.3.11 Bystander experience with students' sexual bullying behaviors	228
Table 2.3.12 Bystander experience with students' sexual bullying behaviors frequency	228
Table 2.3.13 Bystander experience with students' discriminatory bullying behaviors	229
Table 2.3.14 Bystander experience with students' discriminatory bullying behaviors frequency	229
Table 2.3.15 Summary of teachers' personal experiences with students' bullying behaviors ...	230
Table 2.3.16 Bystander experience with students' other bullying behaviors	230
Table 2.3.17 Bystander experience with students' bullying behaviors – Gender of the bully ...	230
Table 2.3.18 Bystander experience with students' bullying behaviors – Boys as bullies	231
Table 2.3.19 Bystander experience with students' bullying behaviors – Girls as bullies	231
Table 2.3.20 Bystander experience with students' bullying behaviors frequency	231
Table 2.3.21 Bystander experience with students' bullying behaviors location.....	232
Table 2.3.22 Bystander experience with students' bullying behaviors location frequency.....	233
Table 2.3.23 Actions took by bystanders after teachers were bullied by students	235
Table 2.3.24 Bystander's emotional responses after witnessing teachers' being bullied by students	236
Table 2.3.25 Bystander's other emotional responses after witnessing teachers' being bullied by students inserted.....	237
Table 2.3.26 Actions took by others after teachers were bullied by students – reported by bystanders	243
Table 2.3.27 Effectiveness of support agencies regarding helping teachers who were bullied by students- reported by bystanders.....	245
Table 2.4.1 Teachers' reasoning for students bullying teachers.	248
Table 2.4.2 Teachers' other reasoning for students bullying teachers inserted.....	251
Table 2.4.3 Teachers' thoughts on preventing students bullying teachers	252
Table 2.4.4 Teachers' other thoughts on preventing students bullying teachers inserted	252
Table 2.5.1 Teachers' perspective on school safety as a result of students bullying teachers....	253
Table 2.5.2 Teachers' attitude towards their working environment as a result of students bullying teachers	253
Table 2.5.3 Teachers' attitude towards the future of bullying prevention in schools.....	254
Table 2.6.1 School policy regarding students' bullying behavior	255
Table 2.6.2 School policy regarding students' bullying teachers	255
Table 2.6.3 School policy regarding preventing students' bullying teachers	255
Table 2.6.4 Implement of school policy regarding students' bullying teachers	256
Table 2.7.1 Gender of participants.....	256
Table 2.7.2 Ethnicity of participants.....	257

Table 2.7.3 Grade levels which participants teacher	257
Table 2.7.4 Subjects which participants teacher	258
Table 2.7.5 Number of students that participants teacher per day	258
Table 2.7.6 Number of years that participants have been teaching in their current school	259
Table 2.7.7 Number of years that participants have been teaching overall	259
Table 2.8.1 Qualitative result - Teachers' understanding about bullying	263
Table 2.8.2 Qualitative result - Bullying behaviors experienced by teachers	264
Table 2.8.3 Qualitative result – People's influences on students' bullying behavior	265
Table 2.8.4 Qualitative result – Actions could be taken to deal with bullying	267
Table 2.8.5 Qualitative result - Cultural effects on bullying.	268

Chapter 1: Introduction

General Information about Bullying

Past studies have focused on students' bullying behaviors against their peers. Researchers have created questionnaire to measure bullying (Olweus, 1996), and conducted bullying intervention and prevention programs in schools (Nocentini, & Menesini, 2016, Timmons-Mitchell, Levesque, Harris, Flannery, & Falcone, 2016, Zhang, 2016). Olweus (1993) defined bullying behavior or bullying victimization as a student being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. This showed three primary characteristics of bullying behavior: unprovoked, repetitive, and a power imbalance between the bully and the bullying victim (Smith, 1991).

There are many different forms of bullying behaviors, bullying can include (1) verbal bullying (such as calling names, saying mean things, teasing, threatening or forcing to do something, and making fun of in a hurtful way), (2) physical bullying (such as hurting with body parts, hurting with object, physically threatening without touching, having money or other things taken), (3) cyberbullying (bullying through electronic communications), (4) relational bullying (such as socially excluding others, spreading rumors), (5) racial bullying (bullying towards individual's race or ethnicity), (6) sexual bullying (bullying through sexual comments or sexual jokes, sexual assault), (7) LGTBQ (Lesbian, Gay, Transgender, Bisexual and Queer) bullying (bullying towards

individual's sexual orientation), (8) cultural bullying (bullying against religious beliefs, attire, language, or accent), (9) disability bullying (bullying towards individual's developmental disabilities), and others (Harrington, 2014, Vieno, Gini & Santinello, 2011).

There are three different roles played in bullying situations: bully, bullying victim (target), and bystander (individuals who witnessed the incident). A bully can also become a bullying victim. Or a person can be a bully and bullying victim, in multiple contexts, in relation to different people. This means, people might play different roles in bullying situations. An individual might not have fixed role in bullying situations (Swearer, Espelage & Napolitano, 2009a).

Bullying behaviors happen in middle school more frequently than high schools (Swearer & Espelage, 2003). This might be due to that students need to go through a transition from elementary school to middle school, where students need to adjust themselves to a new school system. For example, comparing with elementary schools, in middle schools, teachers focus more on discipline, which gives students fewer chances to exercise their self-management skills (Eccles & Midgley, 1989). These changes make it even harder for students to be more motivated in studying in school, even to follow teachers' instruction. Studies have shown that students' trust towards their teachers also declined in middle school (Eccles & Midgley, 1989).

Hallway, bathrooms, stairways, cafeterias, playground, are the places where bullying behavior would most often occur (Sheridan, Warnes & Dowd, 2003). Because in those places, the bully

tended to be undetected by teachers. Clearly, to prevent bullying, students require guidance and management from adults. Teachers play essential roles in preventing and intervening in bullying behaviors. Teachers need to have behavior management skills, knowledge, and experience about how to prevent and intervene with bullying. In other words, they need training.

Development of a positive school climate is the key to the prevention of student-teacher bullying. Students' behaviors need constant monitoring by teachers in their classroom. Less structured school climates and unsupervised school time periods encourage student bullying behaviors (Kasen, Berenson, Cohen & Johnson, 2003). Safe, positive, and healthy school climates are keys to preventing bullying behaviors in schools (Swearer, Espelage & Napolitano, 2009b & Preble & Gordon, 2011a). Open dialogue about student-teacher bullying should be used to address bullying against teachers by students. Moreover, a positive school climate can promote learning, improve academic achievement, prevent risk taking, and encourage positive development of students (Preble & Gordon, 2011a). Further, Preble and Gordon (2011a) indicated that positive students-teacher and student peer relationships, respectful and caring teaching practices, and descent physical school environment are main factors which contribute to creating a positive school climate. Last, a useful and effective bullying policy can help set the tone for everyone in the school regarding bullying behaviors.

Originally, the term “bullying” was used to describe students’ or children’s behaviors. However, bullying is an universal issue, which can happen anywhere, anytime, to persons from any age group. Researchers have begun to focus on bullying behaviors against adults. Hence, the definition of a bullying victim must include adults in working environments such as teachers in the classroom.

To effectively prevent bullying behaviors in students, teachers need to develop a positive and respective teacher-student relationship. However, uncooperative students can cause extreme obstacles in forming this kind of relationship, eventuating in more severe problems. This means, teachers are potential targets of student bullying behaviors. Thus, teachers require attention as potential targets of student bullying. It is crucial to understand students’ bullying behaviors perpetrated against teachers.

Educator-Targeted Bullying (ETB)

The term used to describe the bullying behavior of learners targeting the persons who are providing the knowledge is classified as Educator-Targeted Bullying (ETB) or Teacher-Targeted Bullying (TTB) (De Wet & Jacob, 2006, De Wet, 2010, De Wet, 2012, Ozkilic & Kartal, 2012, & Pervin & Turner, 1998). The acronym ETB will be used in this paper to describe this form of bullying. ETB describes students bullying behaviors towards their teachers. Kauppi and Pörhölä

(2012b) found that teachers have been bullied by students through multiple ways, including verbal bullying, physical bullying, sexual bullying, cyberbullying, and relational bullying.

The terms of ETB and the term of students' violence against teachers are similar. Specifically, ETB include students' violence against teachers. Researchers have used both of these terms in describing negative behaviors against teachers. Even though there is no consistency or agreement on which term should be used, researchers have given effort in understanding students' negative behaviors against teachers (Pervin & Turner, 1998, De Wet & Jacob, 2006, De Wet, 2010, Dong, 2010, Ozkilic & Kartal, 2012, Kauppi and Pörhölä, 2012b, Kõiv, 2015, Zhang, Musu-Gillette & Oudekerk, 2016). The results of these studies showed that ETB is a real issue in real life. The problem in past literature is that the mixed use of terms in describing bullying behavior would confuse educators. Educators might have trouble understanding bullying or fail to learn how to protect themselves from bullying. An educator might not even realize he/she is being bullied by students, until students' behavior escalated and changed into severe physical violence with injury. To help educators and teachers learn more about bullying, school administrators need to train their teachers about bullying and they need to have the training themselves as well.

To identify bullying behavior, we should consider the characteristics of bullying defined by Olweus (1993): repetition, intentional, and a power difference between the bully and bullying victim. More importantly, we should consider the severity of the behavior. Because for certain

behaviors, which can lead to severe consequences, the behavior need not happen twice to be counted as bullying behavior. For instance, behaviors like beating with severe injury, or behaviors tremendously affecting an individual's reputation or psychological health could be defined as bullying, even if it happened only once. This means, we should follow Olweus' original bullying characteristics, and also evaluate the severity of the behavior, while identifying bullying behavior. If the behavior was severe enough, it could be identified as bullying behavior, even though it was not repetitive.

Considering all the factors discussed above, ETB could include the following behaviors: (1) Teacher is intentionally intimidated or disrespected by one or more students, on one or more occasions; (2) Teacher's authority is intentionally questioned or challenged by one or more students, on one or more occasions; (3) Teacher's reputation is intentionally damaged by one or more students, on one or more occasions.

Consequences of Bullying Behaviors

Bullying behavior and school violence against teachers can lead to "battered teacher syndrome", which is characterized by a series of stress responses: anxiety, eating disorder, depression, changes in sleep patterns. (Steffgen & Ewen, 2007 & Stewart & Robles-Piña, 2008). The classic work on stress by H. Selye (1950) indicated that chronic stressors can lead to severe consequences, triggered by the chronic stress response, and lead to chronic diseases. When

human body is undergoing stress response, we encounter general adaptation syndrome, which includes three stages: (1) alarm reaction - notifying the brain about the stressor; (2) the stage of resistance - trying to retain allostatic balance; and (3) the stage of exhaustion - causing stress-related diseases (Selye, 1950, Sapolsky, 2004). Stress can negatively effect the hippocampus, prefrontal cortex, and amygdala, relating in dysfunction in memory, emotion, potentially resulting in fear conditioning or panic attacks (Romeo & Mcewen, 2006). In addition, stress reactions can lead to less satisfaction with life and/or work, less motivation and poor work performance (Wilson, Douglas & Lyon, 2011 & Kauppi & Pörhölä, 2012b). In response to stressful bullying behaviors, teachers' body may move to survival mode. This shows, in stressful situations, the body fights for homeostatic balance continuously, but often severe.

Characteristics of Teaching as a Profession

Teachers need to manage students' aggressive behaviors. Teachers are more likely to be bullied by those students in middle school and high school (Swearer & Espelage, 2003), since this is the developmental period in which bullying is most established. Teachers as authority figures in classroom are responsible for students' behaviors, but also can be targets for students seeking power in the classroom. Teachers are under tremendous pressure from school administrators and parents. These people rightfully have high expectation of teachers. For instance, they expect teachers to guide students to achieve high academic scores, to manage students' behaviors, and to

form students' worldview. Parents' input and influences on students determine students' responses regarding bullying (Doll, Song & Siemers, 2003). This means teachers need to work with students' parents while creating an anti-bullying classroom climate. Stewart and Robles-Piña (2008) reported that 27% of teachers spent most of their instructional time working with aggressive students. Working with aggressive students, serving adult role, serving as an authority figure in the classroom, make it difficult for the society to believe that teachers can possibly be bullied. This makes it even harder for teachers to protect themselves from bullying.

Bullying behaviors can lead to severe consequences. Students' bullying behaviors against teachers have impact on both students and teachers. Students bullying behaviors can affect students' psychological development. At the same time, feeling the pressure of students bullying behavior, teachers change roles between educators and bullying victims. Thus, it is important to have open dialogue about teachers being bullied by students.

Chinese Definition and Translation of Bullying

In Chinese, bullying has several translations - "Qi Fu" (most commonly used), "Qi Wu", "Qi Ling", and these three translations are slightly different (Chen, 2014). Chen (2014) analyzed the existing Chinese translations of bullying, and concluded that first, the commonly used Chinese translation of bullying – "Qi Fu" only includes power imbalance between the bully and bullying victims and the negative harmful unprovoked characteristics of bullying. But, unlike Olweus'

definition of bullying, Chinese “Qi Fu” does not describe the repetition of the bullying behavior (Chen, 2014). Second, “Qi Wu” indicates power difference, also implies the lack of respect from the bully to the victim (Chen, 2014). Third, “Qi Ling” shows hurting or attacking the victim, power imbalance, and impairment of reputation of the victim. Looking at Chinese translations of bullying, one would ask whether or not the term of bullying should be updated and added with the impairment of reputation of the bullying victim to the present Chinese definition of bullying, and also Olweus’ definition of bullying. Clearly, it is hard to talk further about bullying prevention, when psychologists cannot even come to a consensus about the translation and definition of bullying under Chinese culture. This result demands researchers to define bullying in the study or survey to provide a clear sense of what behaviors should be counted as bullying behaviors.

One needs to point out that “Qi Fu” is commonly used among peers, or younger children, describing their negative behaviors against each other. It would not be appropriate to use “Qi Fu” in the context of students bullying teachers, as “Qi Fu” does not describe the severity and negativity of students’ bullying behavior against teachers. Also, “Qi Ling” and “Qi Wu” are used to describe more severe behaviors in Chinese society, than “Qi Fu”. “Qi Wu” is not normally used in daily conversation, but could be found in written language more often. It would not be appropriate to use a translation of bullying, which would not be commonly used in daily life. Because it would

be important for teachers to use a translation of bullying, which they feel comfortable using in daily conversation.

In the current study, bullying is translated as “Qi Ling” in Chinese, as this translation shows this negative behavior (bullying behavior) is fairly severe, which people should pay attention to this behavior. For the context of students bullying teachers, it is highly possible that students’ bullying behaviors would harm teacher’s reputation. According to the definition of “Qi Ling” stated previously (“Qi Ling” indicates the bullying hurts the victim’s reputation), “Qi Ling” fits this characteristic of ETB. In addition, recently, 9 Chinese government institutions issued a joined article regarding preventing bullying in elementary and middle schools, guiding government officials, educators, and schools with dealing with bullying behaviors (Zhong Xin Wang, 2016). In this article, “Qi Ling” was used in describing students’ bullying behaviors. The Chinese government also emphasized the urgency in dealing with and preventing students’ bullying behaviors, and urged schools around China to follow and study these suggested strategies. The Chinese government has acknowledged that bullying in schools is an issue which should be dealt with and prevented. Chinese schools and teachers have been familiarized with the concept of bullying, and “Qi Ling” has been introduced as bullying behavior by the Chinese government. Using “Qi Ling” in the current study would better help teachers understand the term of bullying,

because they have already had some knowledge about bullying from social media, and government issued guidance.

Cultural Contexts

Culture is the cultivation of individuals through the agency of external forms which have been objectified in the course of history (Simmel, 1971). This means, culture is created and shaped by human beings and passed on to every generation. Culture shapes individuals' thinking and activities. Individuals assign meanings to activities (Bruner, 1996). In addition, cultural development connotes the interaction between people and culture. More importantly, culture is transmitted, through behavior, attitudes, technologies, by active teaching, learning or imitation (Cavalli-Sforza, Feldman, Chen & Dornbusch, 1982). In other words, culture is an ongoing process, which keeps evolving and developing. In education settings, culture leads to the creation of the education system in which students are taught. Educators often use culturally relevant pedagogy to empower students, but also inadvertently help the society maintain the dominant culture (Milner, 2010). The characteristics of culture stated above, make it important to connect culture with bullying behaviors. Because it is possible that bullying behavior is a by-product of certain cultural norms.

American culture relating to bullying. The freedom of speech is acknowledged as a right for individuals in American society (United Nations General Assembly, 1948). This means

American society promotes individual expressing themselves, sharing their opinions. Under American culture norms, students can question teachers. Students can also express themselves through various ways, such as course evaluations, or “Rate my teachers”, “Rate my professors” websites. Students or students’ parents might state negative opinions against teachers, to express themselves. Teachers as authority figures, need to work very hard to prove themselves and earn the respect from their colleagues, students, and students’ parents. Students having more freedom towards their opinions, makes teachers vulnerable in being criticized by students. This could potentially lead to students bullying teachers.

In addition, individualism is another key characteristic of American culture (Hofstede, 1984, West, 1986). Individualism shows that individuals would look after their own interest, or their immediate family’s interest (Hofstede, 1984). Individualism makes individuals accountable for their success or failure. American teachers might try not resolve the bullying incidents they experienced by themselves, but not seek help from others, as they might think they should be responsible for their students’ behaviors. Under the influence of individualism, individuals might be over-protective, or over-defensive, which might hurt others, or lead to bullying behaviors.

Chinese culture relating to bullying. Confucianism is one of the main culture in China that dominates Chinese education system. “Confucianism still serves as a paramount and respectful reference to the social behaviors of teacher and student, and how their roles should be played out”

(Hue, 2007). “Day as a teacher, father for life” (author unknown), a very famous Chinese saying describes the unique relationship between teachers and students. Under the influence of Confucianism, obedience to authority and filial piety respect towards ancestors and elders are two of the five major Chinese traditional values (Leu, 2005). To students, teachers are authorities, whom they need to obey and respect. These are what Chinese society and culture taught Chinese students when they grew up, but the question remains whether students follow these cultural rules in their everyday lives.

In addition, the college entrance exam – Gao Kao in China, has given students and parents huge pressure, which led to a competitive culture in China. Some might even say that Gao Kao is the only way to change their lives. Because if students could get a higher score in Gao Kao, they would be able to go to a better school, then further might be able to find a better job, which might be life-changing. Some parents took very early actions to “Win at the Starting Line” (Author Unknown, one of the very famous Chinese sayings regarding competition in Education), which parents would try to have their children go to better kindergarten, elementary, middle, and high school. Because these very steps are to prepare for Gao Kao, and to prepare for child’s future. Being one of the highly populated countries in the world, with only a few very high level and world known colleges, students try very hard to compete for limited spots in college programs. The same phenomenon also can be found in students competing for limited spots in high level

kindergartens, and elementary, middle, high schools. To ensure that students can receive the best education, parents might try to closely monitor teachers' teaching, and students' progress. It is possible this competitive culture in China negatively affect students' and their parents' interaction with teachers. Parents might question teachers' teaching, which might further negatively affect students' perception of the teacher. Moreover, the One-Child policy has been previously utilized for several decades in China. With only one child in the family, parents might hold even higher hopes for his/her success. These factors (competitive culture, One-Child policy) could potentially affect students-teachers, parent-teacher relationship, which might lead to students bullying teachers, or even parents bullying teachers.

Education relating to bullying. American Education Law requires children to attend schools from ages of 5 to 8 and the compulsory education would end from ages of 16 to 18 (according to different state laws, the minimum and maximum compulsory age might differ, Education Commission of the States, 2010). On the other hand, China has been using 9-year compulsory education system for several decades. The Compulsory Education Law indicated that: (1) students who are 6 years old should be sent to schools for education, voiding tuition and other fees, (2) schools cannot expel the student who have violated school rules, but rather to provide proper guidance (National People's Congress, 1986). A compulsory education system might put teachers in a more vulnerable position, because the teacher might not be able to avoid having contact with

the student who bullied them. In addition, students in elementary, middle, and high schools are minors who need more protection from adults. This might make the schools or parents try to side with students, even if students have shown bullying behaviors against teachers.

Were American and Chinese teachers bullied by students? In American society, do students bully teachers more because of their beliefs in free will, not considering courtesy? In Chinese society, do students tend not to bully teachers because they believe in respecting teachers, taught by Confucianism? Did the competitive culture lead to bullying in China? These are interesting questions of culture which need to be addressed regarding ETB. The current study took an attempt in understanding students' bullying behavior against teachers whom are commonly seen as not bullyable. In addition, this study took a cultural perspective in understanding ETB in America and China, by comparing ETB in these two countries.

Chapter 2: Literature Review

Current Research on ETB

International literature regarding ETB. Bullying has been found to be an international issue. Teachers from Estonia, Europe (Kõiv, 2015), London, England, (Pervin & Turner, 1998), and Free State, Africa (De Wet, 2010) have reported to be bullying victims. Three articles regarding teachers from different countries being bullied by students will be reviewed below.

Kõiv (2015) conducted a cross-sectional study on teacher targeted bullying, in Estonia, Europe. The purpose of this study was to describe the changes in the prevalence of bullying against teachers, between 2003 and 2013 (Kõiv, 2015). The author randomly selected one school from each district of Estonia, Europe, overall including 6 schools in the study. Five hundred and seventy-three teachers were recruited in 2003, and another 564 teachers were recruited in 2013. This study showed that the author collected data in 2003 and again in 2013 to see severity of different types of bullying from different perpetrators. Kõiv (2015) identified teacher-targeted bullying as all the bullying behaviors perpetrated against teachers, including bullying behavior of teacher-on-teacher, student-on-teacher, administrative staff-on-teacher, parents-on-teacher, maintenance staff-on-teacher.

This research not only studied bullying behaviors against teachers, from different individuals, but also showed the changes of the issue of bullying in 10 years. The current study focused on

students bullying teachers, but also acknowledged bullying behaviors against teachers, conducted from other individuals.

In her study, Kõiv (2015) provided clear definition of bullying for participants. She defined bullying as "...a negative behavior that occurs repeatedly over time, and causes distress. It is characterized as a dyadic power imbalance between bully and target." (Kõiv, 2015). By providing a clear definition of bullying, the author helped participants understand her perspective of bullying, which ensured the understandability of the research.

Survey instrument was provided for the participants. Based on the type of workplace bullying listed by Rayner & Hoel (1997), Kõiv (2015) included 4 bullying categories in survey instrument: (1) threat to professional status (verbal bullying) - accusation regarding lack of effort, belittling opinion, public humiliation; (2) threat to personal standing (verbal bullying) - devaluation, insults, intimidation, name-calling, offensive remarks, shouting, slandering; (3) isolation (relational bullying) - physical isolation, withholding of information. Kõiv (2015) also added questions regarding physical aggressive behaviors (physical and verbal bullying) in her study, including: physical attack, threatening with position, and threatening with violence. But the reasoning for adding physical aggressive behavior was not explained.

Participants recruited in this study were given 15 bullying situations, and were asked to report on a Likert scale (0=never, 1=seldom, 2=often, 3=very often) for the frequency of situation(s) had

happened to them in the past 6 weeks (Kõiv, 2015). In the study, Kõiv (2015) focused on the teachers who reported “often” or “very often” on the frequency of being bullied by others, according to the repetition characteristic of bullying. This means, all the data indicated represent teachers who experienced bullying behaviors often or very often in the past 6 weeks.

Kõiv (2015) compared the 4 categories of bullying experienced by teachers, perpetrated by different people, using the data collected in 2003 and 2013. Comparing 2003 and 2013, the following bullying behaviors against teachers, conducted by students, teachers, administrative staff, parents, maintenance staff have statistically significantly increased: (1) threat to professional status, (2) threat to personal standing, (3) physical aggression (Table 1.1). Also, comparing 2003 and 2013, isolation conducted by students, teachers, administrative staff, parents, have statistically significantly increased (Table 1.1).

The following results were found in this study. Overall, teachers were most likely to experience offensive remarks from students (2003: 19.1%, 2013: 36.4%), administrative staff (2003: 7.6%, 2013: 28.4%), parents (2003: 9.0%, 2013: 28.4%), and maintenance staff (2003: .3%, 2013: 7.3%). In addition, teachers were more likely to encounter shouting from students (2003: 20.8%, 2013: 37.0%), and teachers (2003: 2.6%, 2013: 15.4%). Moreover, teachers were least likely to experience physical attacks from students (2003: 1.0%, 2013: 3.9%), teachers (2003: .0%, 2013: .6%), administrative staff (2003: .3%, 2013: .6%), parents (2003: .0%, 2013: 1.2%), and

maintenance staff (2003: .0%, 2013: .6%). These results showed that students' bullying behaviors against teachers had the highest percentages comparing to bullying behaviors conducted by other individuals.

Table 1.1 *Kõiv (2015) bullying behavior comparing 2003 with 2013 conducted by different perpetrators.*

	By Students (%)		By Teacher (%)		By Administrative staff (%)		By Parents (%)		By Maintenance staff(%)	
	2003	2013	2003	2013	2003	2013	2003	2013	2003	2013
Threat to professional status	12.7	21.9**	3.0	19.8**	2.5	12.1**	2.0	8.5**	.3	2.3*
Threat to personal standing	11.5	20.6**	2.1	9.8**	2.2	11.4**	3.0	25.8**	.6	2.2*
Isolation	2.8	6.5*	2.0	7.1**	.7	6.5*	2.0	5.5*	.2	.7
Physical aggression	1.5	4.2**	.4	1.2*	1.1	3.2*	1.1	3.9*	.0	1.4*

*p<.05, **p<.01

The most important contributions of Kõiv (2015)'s work were (1) the comparison of frequency of different bullying behaviors encountered by teachers between the years of 2003 and 2013, in the sample, (2) the comparison of frequency of bullying behavior experienced by teachers with different perpetrators, in the sample. These comparisons were very useful in understanding the main and existed perpetrator of teachers. However, Kõiv (2015) only talked about physical, relational, and verbal bullying towards teachers. Other types of bullying were not included in this study.

Kõiv (2015)'s study was conducted once in 2003 and another time in 2013. The results showed that the situations where students bullying teachers have changed, in these 10 years. But with these different samples, one would question if the results truly represent the change in students' behaviors in the new generation. Were there other issues or factors which have influenced students' bullying behavior?

An early study by Pervin and Turner (1998), conducted in London, England, addressed teachers being bullied by pupils (7-13 years old). The researchers used the term of teacher targeted bullying (TTB) in the study, which was defined as the bullying behavior towards teachers perpetrated by students. Some examples included: persistent, intentional, vigorous abuse of the teacher; swearing and/or mocking the teacher, knowingly ignoring the teacher, making personal comments about the teacher, damaging of the teacher's property (Pervin & Turner, 1998). These examples included verbal, physical, and relational bullying. In the study, Pervin and Turner (1998) used all 85 teachers in a school in London, with 1303 students from 7 to 13 years old. The researchers sent out surveys to teachers regarding TTB, which included questions about the severity and duration of bullying and its effects on teachers, location of bullying and its effects on teachers' performance, teachers' perspective on bullying effects on newly qualified teachers and TTB, as well as demographic information including gender, age, characteristics of the bullies, and whether teachers reported bullying (Pervin & Turner, 1998).

This study was a very good example for conducting research on students bullying teachers. The authors created their own survey regarding teachers being bullied by students. Also, they have provided teachers with the definition of bullying to help teachers understand the concept. These were great insights for the current study. In addition, this early study showed that students bullying teachers is not a new issue. Teachers have reported being bullied around 20 years ago. This means, the issue which teachers being bullied by students should be properly discussed and resolved.

Pervin and Turner (1998) found that 91% of teachers have been bullied by students in their teaching career. The following results showed the information collected from these teachers who reported being bullied by students, collected by Pervin and Turner (1998). Seventy-one percent of teachers were mainly bullied through verbal bullying, and relational bullying (students intentionally ignoring them). Fifteen percent of teachers indicated that they have been physically abused. Overall, 20% of teachers indicated that they have been bullied for several years, but Pervin and Turner (1998) did not indicate whether or not these teachers were bullied by the same student(s). In addition, 62% of teachers indicated that bullying behaviors they encountered happened in the classroom. Thirty-two percent of teachers indicated that bullying behaviors happened in corridors.

In addition, the authors found that 12 percent of teachers indicated that the bullying behaviors of students did not resolve, even though they reported the incident to school administrators. Six

percent of teachers indicated that they chose to leave their job after the bullying incidents. Fifteen percent of teachers reported that the bullying behaviors did not affect them, but 47% of teachers showed concern after the bullying behaviors. Eighteen percent of teachers fear bullying behaviors will happen again, and 3% of teachers identified bullying behaviors as severe behaviors. Moreover, as a response to students' bullying behaviors, 32% of teachers indicated that they had to restrict certain activities. Fifteen percent of teachers stated that they would be willing to lower their expectations of students' behaviors and academic performance, which Pervin and Turner (1998) reasoned it was the result of "persistent TTB".

Pervin and Turner (1998) indicated that teachers reported that 38% of boys and 35% of girls were involved in bullying behaviors, which showed that the percentages were similar. Moreover, 56% of teachers thought 10-year-old children were the worst offenders, 34% of teachers also indicated that bullies tended to have fewer abilities than their peers and to have learning difficulties. Teachers also indicated that students tended to bully teachers because "...it was cool to undermine teachers' authorities" and "... pupils found the subject that they were studying boring" (Pervin & Turner, 1998). Teachers also concluded that bullies tended to be from families which education was not valued.

This study covered the following important aspects regarding educator-targeted bullying: including the types of ETB encountered by teachers, the locations where bullying behaviors

occurred, characteristics of the bullies, and most importantly, teachers' reasoning for students' bullying behaviors and teachers' responses to ETB. One would say this study is a very good reference for the current study and future studies.

De Wet (2010) conducted a qualitative study, in Free State, South Africa, to learn more about teachers' experiences regarding ETB and to gain new knowledge and information about ETB. De Wet (2010) defined ETB as aggressive behavior in which there is an imbalance of power between the aggressor/s (learner/s) and the educator, including physical, emotional, socially and/or professional, verbal, non-verbal, sexual, racial and/or electronic bullying.

De Wet (2010) used the snowballing sampling procedure, asking educators who had experience with ETB to participate in the study. Seven education workers (3 educators, 2 heads of department-HOD, and 2 school principals) were recruited to participate in the individual interviews. The interviews lasted between 45 minutes to 2 hours. In addition, among the 7 participants, 3 were males and 4 were females, and 3 teachers were from rural schools, and 4 were from urban schools. The average age of these teachers was 50.86 (SD=6.71), and the average teaching experience of these teachers was 27.29 (SD=6.34). Moreover, during the interview, four questions were asked - "What is your experience of ETB?", "What do you think are the reasons for ETB?", "What is the influence of ETB on your professional and/or private life?", and "What can be done to prevent ETB?" (De Wet, 2010).

Even though De Wet (2010) provided the theoretical framework and validation of the interview questions, the sample size was very small. One would question the generalizability of this study. De Wet (2010) reported that reflective field notes and triangulation were used in the study to make sure the coding and interpretation of the interview were correct, to further ensure the validity of the study. But she did not provide any other detailed information to support the validity of her study, for example how she took, organized, and summarized the notes, and more detailed information regarding coding process. However, admittedly, this study provided useful information, using qualitative results, on students bullying educators.

De Wet (2010) found that bullying behaviors were found inside of the school, and victims were bullied after school hours. Teachers experienced both verbal and non-verbal bullying from students. For example, several teachers reported bullying incidents where students were shouting and swearing at the teachers (De Wet, 2010). But no detail was provided regarding the number of students who were perpetrators of the incidents. Also, teachers indicated that students laughed at them. One HOD reported that a student used relational bullying against him - ignoring him, and verbal bullying – mocking him and chatting with others in his class (De Wet, 2010). In addition, both of the principals indicated that they were “...forcibly held captive and attacked in their offices” (De Wet, 2010). One principal stated that “...her hands were tied behind her back” (De Wet, 2010). Moreover, some educators were threatened by students. One teacher reported “he (a

student) was going to stab me” (De Wet, 2010). One female educator reported that a student “...purposely cut in front of her” (De Wet, 2010).

Next, De Wet (2010) talked about the consequences of ETB to teachers. The participated educators reported the symptoms including: headache, sleep deprivation, eating disorder, stress and burnout. Educators’ responses showed that they felt powerless. For instance, an educator indicated that “I felt so small and helpless” (De Wet, 2010). A female educator stated that students’ bullying behavior negatively affected her ability to act assertively. Some participants indicated that their passion for teaching has changed after the bullying incidents. For example, a teacher said “Children deprive you of your dignity and your pride as a teacher” (De Wet, 2010). This statement shows how some teachers can lose their positive perspectives as a teacher in the state of bullying. A HOD even showed low self-esteem, saying “Maybe I am not a good teacher, maybe I should have done something else with my life” (De Wet, 2010). However, some teachers stated that “I know I am a good teacher”, without questioning their abilities (De Wet, 2010). It is useful to discover further regarding why bullying behaviors have different impact on teachers, and how to help teachers combat with students bullying teachers. Furthermore, De Wet (2010) concluded that ETB created tension among teachers, as some teachers complained that their colleagues did not provide sufficient help. This showed that the school climate did not support teachers when they were bullied. School administrators need to treat bullying behaviors seriously and manage

students' behaviors. Last, De Wet (2010) stated that some parents did not provide support to prevent ETB. For instance, some parents held negative thoughts against teachers, and some bullies used their parents against their teachers, such as making complaints against teachers who attempted to manage their disruptive behaviors.

As described previously, De Wet (2010) gave a very detailed definition of ETB, including examples of different kinds of bullying behaviors. This showed that the study included a wide range of bullying behaviors, which is a valuable contribution in understanding different kinds of bullying behaviors that were not commonly focused by other researchers. The sampling procedure was useful for a qualitative exploratory study, however, De Wet (2010) did not provide any detailed information on the population or the characteristics of the participants. The result that De Wet (2010) found might not be generalized easily to educators outside of the Free State, South Africa. In addition, the range of teaching experience of the educators recruited in this study was from 20.95 to 33.63. This means only experienced teachers were interviewed. If other studies are correct in that new teachers are more likely to be bullied, then findings presented by De Wet (2010) are even more astounding given the experience level of her sample. Future studies should consider whether or not teachers with longer or shorter teaching experience would affect ETB experience. Furthermore, since the responses regarding bullying consequences were aggregated and summarized, it is impossible to determine whether or not these responses came from one or several

participants. The author provided summaries targeting the whole group of teachers, with comments such as “It seems furthermore as if victims are questioning their own professional abilities as a result of their victimization” (De Wet, 2010).

De Wet (2010) indicated that ETB might have negative impact on individual, institution, home/community – school relations. Thus, De Wet (2010) tried to analyze the influence of ETB using Urie Bronfenbrenner’s ecological systems theory, concluding that there are negative consequences of ETB in micro- (victims’ personal lives), meso- (institutional level), and macro- (societal level) systems. This was useful for understanding the impact of bullying on different ecological levels. This also can help readers link the cultures of different systems with ETB experience, which is that ETB might also change or reform the school climate, and the culture of institutions and the society.

American literature on ETB. There were a handful of studies conducted in America, collecting data from American K-12 schools, addressing ETB or school violence. Four articles regarding American teachers being bullied by students will be reviewed below. The Department of Justice of the American Federal government conducted a study (Zhang, Musu-Gillette & Oudekerk, 2016) to collect huge national data indicating school crime and safety. Zhang, Musu-Gillette and Oudekerk (2016) used School and Staffing Survey (SASS) to collect data on teacher victimization, focusing on the school year of 2011-2012. The researchers found that 9.2%

(352,900) of teachers reported that they were threatened with injury by a student from school during the previous 12 months; and 5.4% (209,800) of teachers reported that they were physically attacked by a student from school during the previous 12 months (Zhang, Musu-Gillette & Oudekerk, 2016).

Zhang, Musu-Gillette and Oudekerk (2016) compared students bullying teachers with consideration of race/ethnicity, school type, states where teachers located. Comparing the percentages, the results showed that more Black teachers were threatened with injury and physically attacked by students, in the previous 12 months (Table 1.2). But no statistical significance was reported. In addition, more elementary school teachers (8.2%, 160,700) reported being threatened with injury by students than secondary school teachers (3%, 49,100). Moreover, comparing the percentages, more public school teachers were threatened with injury and physically attacked by students, in the previous 12 months (Table 1.3). Lastly, the percentage of teachers from Louisiana reported being threatened with injury by students in the past 12 months was the highest (18%), and the percentage of teachers from Oregon reported being threatened with injury by students in the past 12 months was the lowest (3%). The percentage of teachers from Tennessee reported being physically attacked by students in the past 12 months was the highest (11%), and the percentages of teachers from Alabama, Mississippi, North Dakota, and Oregon reported being threatened with injury in the past 12 months were the lowest (3%). But no specific data were

reported regarding the numbers of cases of teachers threatened with injury by students, or teachers physically bullied by students on State level. All these comparisons regarding the percentages were not compared in a statistical significant level.

Table 1.2 *Zhang, Musu-Gillette & Oudekerk (2016) teachers bullied by students, comparing ethnicity*

	Black	White	Hispanic	Other racial/ethnic groups
Threatened with injury by students	34,200 (13.8%)	279,900 (8.8%)	27,100 (9.4%)	11,800 (9.1%)
Physically attacked by students	18,800 (7.6%)	171,300 (5.4%)	11,800 (4.1%)	7,900 (6.1%)

Table 1.3 *Zhang, Musu-Gillette & Oudekerk (2016) teachers bullied by students, comparing public and private schools*

	Public school teachers	Private school teachers
Threatened with injury by students	338,400 (10.0%)	14,500 (3.1%)
Physically attacked by students	197,400 (5.8%)	12,400 (2.7%)

These valuable data provided educators and researchers a sense of the severity of students' violence against teachers, which was useful for raising awareness regarding this issue in American society. What was missing from this data is the extent of repetitive state of bullying perpetrated by a student (or a group of students), and that data is the extent to determine the gender of the students who were bullies.

McMahon et al. (2014) conducted a study to understand the victimization rates of teachers, comparing offense type, teachers' gender, teachers' race, community setting. The researchers

recruited 3403 K-12 teachers across 48 states of America. The survey questions were created by the American Psychological Association (APA) Classroom Violence Directed Against Teachers Task Force, combining with questions used in past studies regarding violence against teachers (McMahon et al., 2014). The researchers included perpetrators of students, parents, and teachers' colleagues. The rates of students' violence against teachers were compared using gender, race, and community settings (urban, suburban, and rural). McMahon et al. (2014) included harassment (including obscene remarks, obscene gestures, verbally threatened, intimidated, and internet victim), property offense (including theft of property, and damage to personal property), and physical offense (including objects thrown, physically attacked - no physician visit, physically attacked - physician visit, and weapon pulled) in the research. In the study, 2503 (83.5%) female teachers and 497 (16.5%) male teachers were recruited. In addition, there were 81.2% (2434) White, 9.3% (279) African American, 4.4% (132) Latino, and 5.1% (153) multiracial teachers. Moreover, 44.5% of teachers were from urban schools, 36.8% of teachers were from suburban schools, and 18.7% of teachers were from rural schools.

McMahon et al. (2014) provided information regarding bullying behavior against teachers, with consideration of different perpetrators and different types of bullying behaviors, indicated as follows. They found that 94% of teachers reported being victimized by students, 37% by parents, 21% by colleagues, 9% by others, and 8% by strangers. Moreover, comparing the different

subcategories of offense types, researchers found that percentages of teachers victimized by students had the highest offense rate, which was from 58.9% (internet victimization) to 98% (object thrown). Offense rate for percentages of teachers victimized by parents was from 1.4% (theft of property) to 44.4% (intimidation), offense rate for percentages of teachers victimized by colleagues was from 1.9% (object thrown) to 24.6% (intimidation). However, researchers did not provide the frequencies of these categories regarding different perpetrator groups, which was difficult for readers to judge the severity of victimization by different perpetrators.

The researchers found that for the entire dataset, for the following bullying behaviors, male teachers were bullied statistically significantly more than those for female teachers: obscene remarks, obscene gestures, verbal threats, and having a weapon pulled on them (McMahon et al., 2014, Table 1.4). The percentages of male teachers reporting intimidation was statistically significantly lower than that for female teachers (Table 1.4). But the authors did not compare the gender effect among bullying behaviors conducted by students, parents, and teachers' colleagues.

Table 1.4 *McMahon et al. (2014) teacher victimization, comparing teachers' gender*

Offense type	Male teachers	Female teachers
Obscene remarks	71.9%***	60.8%
Obscene gestures	60.5%***	49.5%
Verbal threats	55.4%**	48.3%
Having a weapon pulled on them	5.9%***	2.5%
Intimidation	40.1%*	45.8%

*p<.05 **p<.01 ***p<.001

McMahon et al. (2014) also compared bullying behaviors experienced by teachers, considering their race/ethnicity, community type. The percentages of White teachers victimized by the following bullying behaviors were statistically significantly higher than those for African American teachers (Table 1.5): (1) obscene remarks, (2) verbal threats, (3) intimidation, (4) theft of property, (5) damage to personal property, (6) object thrown, and (7) physically attacked (no physician visit). This result may be due to the majority of the sample was White teachers (81.2%). But the racial differences in bullying victimization is very important to study. The percentages of urban school teachers bullied in the most subcategories of offense types were statistically significantly higher than those for other teachers in suburban and rural schools (Table 1.6).

The categories listed in this study were closely related to real life situations, but one would say some offense types were not included, such as relational, sexual, LGBTQ related victimization. Researchers failed to collect data regarding the repetition of violent behaviors of students as well. Overall, this study showed that teachers were most likely to be the victims of students' violent behaviors. But the researchers did not talk about lower levels of bullying, such as ignoring teachers' instructions, gossiping about the teachers. In addition, this study collected national data, which can be used to describe the current situation of teachers' everyday life, and the severity of students' violence against teachers.

Table 1.5 *McMahon et al. (2014) teacher victimization, comparing teachers' ethnicity*

Offense type	White	African American
Obscene remarks	63.0% **	57.9%
Obscene gestures	51.5% *	45.8%
Verbal threats	49.4% *	45.8%
Intimidation	45.3% ***	35.1%
Theft of property	44.7% *	37.4%
Damage to personal property	42.6% ***	28.5%
Object thrown	37.0% **	30.3%
Physically attacked (no physician visit)	25.2% **	18.5%

*p<.05 **p<.01 ***p<.001

Table 1.6 *McMahon et al. (2014) teacher victimization, comparing teachers' community type*

Offense type	Urban	Suburban	Rural
Obscene remarks	69.7%	58.2% ***	54.7% ***
Obscene gestures	57.9%	47.4% ***	43.3% ***
Verbal threats	55.0%	47.0% ***	40.9% ***
Intimidation	47.4%	43.1% *	41.6% **
Theft of property	50.2%	41.6% ***	35.7% ***
Damage to personal property	45.4%	40.1% **	36.0% ***
Object thrown	39.9%	35.9% *	27.9% ***
Physically attacked (no physician visit)	28.7%	23.6% **	17.9% ***
Physically attacked (physician visit)	10.0%	9.6%	4.0% ***
Weapon pulled	3.9%	2.3% *	2.5%

Note. The statistical significance was calculated by comparing with urban schools.

*p<.05 **p<.01 ***p<.001

Gerberich et al. (2011) conducted a study, investigating the risk factors for work-related violence. They focused on frequency of work-related violence, resulting symptoms, feelings, work changes, and risk factors of teachers. Gerberich et al. (2011) recruited teachers “who were licensed and had worked in Minnesota K-12 school during the previous 12 months”. and collected data from April, 2005 to March, 2006. In this study, 4,731 eligible educators (76.6% female) were included. The researchers collected information regarding the characteristics of perpetrators:

professional relation with perpetrator, perceived impairment status of perpetrator, perpetrator gender, perceived age of perpetrator. Also, researchers compared the frequency between Physical Assault (PA) and Non-Physical Violence (NPV), and the frequency among different aspects on work-related violence. For NPV, Gerberich et al. (2011) categorized: (1) threat (using words, gestures, or actions with the intent of intimidating, frightening, or harming), (2) verbal abuse (when another person yells or swears, calls names, or uses other words intended to control or hurt), (3) sexual harassment (experiencing any type of unwelcome sexual behavior that creates a hostile work environment), (4) bullying (repeated acts of intimidation or coercion). However, for certain types of NPV, such as sexual harassment, could also be PA, such as sexual assault.

Gerberich et al. (2011) had unclear and overlapping categories for physical assault, threat, verbal abuse, sexual harassment, and bullying. Bullying behaviors can include all the behaviors categorized in this study: physical assault, threat, verbal abuse, sexual harassment. The overlap of the definitions could have confused the participants, making one to further question the results.

Gerberich et al. (2011) provided information on PA and NPV events, experienced by teachers, with consideration of different perpetrators, consequences, perpetrator gender, perpetrator age. Gerberich et al. (2011) found that students were the perpetrators in 95.4% (560 incidents) of specific PA events and in 100% (61 incidents) of ongoing PA events, and in 75.4% (2,483 incidents) of NPV events. In addition, most PA led to disability or developmental delay (78.4% of

specific PA events - 460 incidents, and 91.8% of ongoing PA events- 56 incidents). For 56.2% (1,853) of NPV events, the victims did not perceive impairments, as a result of bullying. Moreover, most of the perpetrators were males (77.2% of specific PA events - 435 cases, 88.5% of ongoing PA events - 54 cases, and 77.2% of NPV events - 2,545 cases). For PA events, most perpetrators were reported to be younger than 13 years old (71.2% of PA events - 418 cases, and 77.1% of ongoing PA events - 47 cases). For NPV events, perpetrators were reported to be in all the age groups: younger than 13 years old (29.9%, 985 cases), 13 to 16 years old (33.6%, 1,170 cases), 16 to 18 years old (23.3, 768 cases), and adults (32.1%, 1,056 cases).

Furthermore, Gerberich et al. (2011) discussed about the emotional responses of bullying victims. They found that 51.6% (303) of victims of specific PA events, 63.9% (39) of victims of ongoing PA events, and 69.5% (2,290) of victims of NPV events reported of frustration. Most victims (60%, 2,008 cases) of NPV events reported of anger. The higher percentages of frustration reported by victims of NPV might be due to a larger group size. More NPV cases (overall NPV: 3297 cases, PA: 648 cases) were reported in this study. If more PA cases were studied, the percentage of frustration experience by victims of PA might be higher. It is important to mention that the authors indicated that, “As in a previous study of work-related violence against nurses, this study found significant effects after violent events, with NPV resulting in greater percentages of post-event symptoms and feelings than PA” (Gerberich et al., 2011). But previous study

mentioned by Gerberich et al. (2011) focused on nurses, rather than licensed teachers. A different targeted population might lead to different results regarding post-event symptoms. Last, for all three kinds of assaults, most of the victims reported no changes in their work situations (chose to stay) (84.7% - 513 victims of specific PA events, 80.3% - 49 victims of ongoing PA events, and 78.1% - 2,572 victims of NPV events).

As explained previously, the Gerberich et al. (2011) provided unclear categorization of physical assault, threat, sexual abuse, bullying in their study. A clearer categorization of different types of bullying behaviors should be provided for participants, in future studies, to help participants properly understand the terms being used in the study. Admittedly, this study included bullying behaviors with different severities – physical violence and non-physical violence.

Tiesman, Konda, Hendricks, Mercer, and Amandus (2013) collected data from educational workers in Pennsylvania, to understand the prevalence and characteristics of physical and non-physical WPV among educators. Based on the research of Gerberich et al. (2011), Tiesman et al. (2013) also used the same categorization with non-physical workplace violence (WPV) (threat, verbal abuse, sexual harassment, and bullying), and physical WPV. However, some might argue threat (such as physical threat: throwing objects), sexual harassment (such as sexual assault) could be types of physical WPV.

Tiesman et al. (2013) randomly recruited educational workers from Pennsylvania education worker unions: the National Education Association (NEA) and the American Federation of Teachers (AFT). For all the contacted educational workers, 64.6% were members of the unions. With a response rate of 36%, the researchers analyzed data collected from 2514 educational workers. Tiesman et al. (2013) compared the physical and non-physical WPV among educators working from 6 educational fields: (1) special education, (2) general education, (3) student service professionals (nurses, administrators, counselors, psychologists, social workers), (4) education support personnel (custodial staff, food service workers, secretaries, transportation workers), (5) aides (teaching, non-teaching, and librarian specialist), and (6) others. The study found that special education teachers were under the highest risk for physical and non-physical WPV.

In the study (Tiesman et al., 2013), educational workers were asked about the violent behaviors conducted by current and former students. This means, educators reported WPV in their past teaching experience. For all the groups, the perpetrators tended to be students (Table 1.7). The total number of cases with students as perpetrators was 12,844 (95.3%). This study showed that perpetrators tended to lead to impairment including injury, illness, or disability for special education (66.3%, 2,276 cases), student service professionals (52.9%, 833 cases), aides (66.9%, 1,422 cases), and other educational workers (71.8%, 136 cases). Overall, 5,157 (38.3%) cases led to impairment with injury, illness, or disability, and 7,239 (53.7%) cases did not lead to impairment

for all education workers. This information was useful to understand the myth that teachers cannot be bullied, or the reason why educators, students, and parents do not think bullying behavior is problematic. That is, most of WPV did not lead to physical injury.

Table 1.7 *Tiesman et al. (2013) WVP perpetrated by students*

	WVP perpetrated by students
Special education	96.2% (3,305 cases)
General education	92.5% (5,399 cases)
Student service professionals	100% (1,581 cases)
Education support personnel	61.7% (118 cases)
Aides	105.9% (2,253 cases)
Others	84.5% (159 cases)

Note. In “Aides” category, the percentages of WPC cases perpetrated by students was higher than 100%, because the “check all that apply” option was available for participants (Tiesman et al., 2013).

Tiesman et al. (2013) provided information regarding bullying behaviors reported by education workers, comparing their working fields and professional status. Comparing different circumstances (including disciplining student, breaking up fight, working with special education student, other), education support personnel (66%, 127 cases) and general education teachers (57.1%, 3,341 cases) tended to be assaulted more, while they were disciplining students. But the researchers did not provide detailed examples regarding what strategies teachers used for discipline students. On the other hand, special education teachers (46.9%, 1,611 cases), student services professionals (54.6%, 861 cases), aides workers (68.8%, 1,463 cases), and others (56.9%, 107 cases) tended to be assaulted more, while they were working with special education students. Overall, in 5,189 (38.5%) cases, educational workers were assaulted while disciplining students.

In 1,411 (10.5%) cases, educational workers were assaulted while breaking up a fight. In 4,538 (33.7%) cases, educational workers were assaulted while working with special education students. In 1,882 (13.9%) cases the assaults occurred in “other situations” (Tiesman et al., 2013), but the authors did not report what constituted “other circumstances”.

Tiesman et al. (2013) further provided information on education workers being bullied, considering the presence of potential bullying bystanders. For special educational workers (54.5%, 1,872 cases), student service professionals (75.4%, 1,188 cases), and aides educational workers (52.5%, 1,117 cases), the assaults were most likely to happen while there was another teacher or staff member present. This might be due to the professional role these educators hold in the schools. Considering bullying behaviors happen more often outside of teachers’ sights, it is important to talk about the school climate, as these present teachers were not taking any action regarding students’ bullying behaviors against educators. For general education workers (40.3%, 2,353 cases), and education support personnel (45.3%, 88 cases), the assaults were most likely to happen while there was no adult present, but students were present. For teachers with other professions, assaults tended to happen while there were both teachers and students present (31.8%, 71 cases). Overall, 1,668 cases (12.4%) happened while the bullying victims were alone, 5,539 cases (41.1%) happened while the bullying victims were with another teacher or staff member, 2,744 cases (20.4%) happened while the bullying victims were with students, 3,358 cases (24.9%)

happened while the bullying victims were with other teachers and students. Based on findings, schools administrators need to think about how to improve the school climate, to encourage reporting bullying behaviors and taking actions against bullying behaviors.

Tiesman et al. (2013) also provided information on education workers being bullied, comparing the location, perpetrator gender, perpetrator professional role. For special education teachers (68.1%, 2,339 cases), general education teachers (64.4%, 3,575 cases), student services professionals (40.0%, 631 cases), aides workers (75.6%, 1,608 cases), and others (44.7%, 84 cases), the assaults were most likely to happen in the classroom; and for education support personnel most of the assaults (54.2%, 104 cases) happened in an office in the school. Overall, the majority of assaults happened in the classroom for educators (Table 1.8). Most educational workers, in different educational fields were perpetrated by males (Table 1.9). The majority of educational workers reported the assaults they experienced to administrators (Table 1.10).

Table 1.8 *Tiesman et al. (2013) location for assaults against teachers*

	Number of assault
Classroom	8,421 cases (62.5%)
Hallway/stairway	3,781 cases (28.0%)
Parking area	396 cases (2.9%)
Office	700 cases (5.2%)
Other	1,135 cases (11.4%)

Table 1.9 *Tiesman et al. (2013) perpetrator gender for educators in different educational fields*

	Number of assaults perpetrated by males
Special education	2,326 cases (67.7%)
General education	4,350 cases (74.5%)
Student service professionals	1,239 cases (78.6%)
Education support personnel	53 cases (27.6%)
Aides	1,648 cases (77.5%)
Others	161 cases (85%)
Total	9,887 (73.3%)

Table 1.10 *Tiesman et al. (2013) number of assaults reported to administrator*

	Number of assaults reported to the administrator
Special education	3,099 cases (90.3%)
General education	4,891 cases (83.8%)
Student service professionals	1,365 cases (86.6%)
Education support personnel	103 cases (53.6%)
Aides	1,498 cases (70.5%)
Others	136 cases (72.3%)
Total	11,222 cases (83.2%)

Table 1.11 *Tiesman et al. (2013) number of assaults not led to treatment*

	Number of assaults not led to treatment
Special education	3,192 cases (92.9%)
General education	5,458 cases (93.5%)
Student service professionals	1,533 cases (97.3%)
Education support personnel	192 cases (100%)
Aides	2,054 cases (96.6%)
Others	150 cases (79.8%)
Total	12,705 cases (94.2%)

Tiesman et al. (2013) indicated that for most of the workers, the assaults tended not to lead to treatment (Table 1.11). The high report rate to administration, high impairment rates and the low rate of treatment received in school showed that educational workers do not get necessary treatment in school. Several reasons could be found. First, even though school administrators wanted to take actions regarding the reported students' bullying behavior, they did not know any anti-bullying strategies, due to lack of anti-bullying training. Second, school administrators wanted to help teachers, but they did not have facilities or any medical support to provide treatment to teachers in the school. Third, school administrators were not sympathetic to teachers' victimization, so they chose not to respond to students' bullying behaviors. Fourth, school administrators were afraid of bad publicity and taking the responsibility of students' bullying behavior, so they chose not to take any action, or even tried to avoid talking about bullying. Fifth, school administrators thought teachers cannot be bullied, and they believed teachers should have the power and abilities to educate students' behaviors, so they chose not to respond.

This study was meaningful in comparing different types of physical and non-physical WPV and characteristics of the bullying events, among different educational workers. This detailed information was very useful in understanding the severity of violence against educational workers.

These two studies (Gerberich et al., 2011 & Tiesman et al., 2013) focused on physical and non-physical WPV. As previously explained, these two studies did not identify threat, verbal

abuse, sexual harassment as types of bullying behaviors. This means the authors thought bullying behaviors do not include threat, verbal abuse, or sexual harassment. The mixed and unclear definitions and terms would make it harder for participants to distinguish various behaviors. One consequently would question the reliability and validity of the results regarding the non-physical WPV experienced by educational workers.

In Gerberich et al. (2011) study, most teachers reported that they had perceived injury, even disability, as a result of bullying, but in Tiesman et al. (2013) most teachers reported no such impairment. Having such distinctive results might be reasoned as follow. First, these two studies had different targeted population. Different targeted population might lead to different results. (a) Gerberich et al. (2011) recruited licensed teachers in Minnesota, but Tiesman et al. (2013) recruited unionized educational workers from Pennsylvania. Different cultures of Minnesota and Pennsylvania might lead to different results. (b) Tiesman et al. (2013) targeted more than just licensed teachers, which they included almost all the workers in education field. A broader population might lead to different results, regarding impairment perceived after bullying incidents. Since Gerberich et al. (2011) did not indicate teachers' working fields, it is difficult to accurately compare further the data collected from Gerberich et al. (2011) with Tiesman et al. (2013). Second, different time periods were used in these two studies. Gerberich et al. (2011) collected data from 2004 to 2005, but Tiesman et al. (2013) collected data from 2010. A newer research time period

might lead to a newer result, regarding the same issue. Third, different sample sizes might lead to different results. In Gerberich et al. (2011), data collected from 4731 participants were analyzed, but in Tiesman et al. (2013), 2514 participants returned their surveys back to the researchers. A larger sample size, might lead to a more accurate result.

Chinese literature on ETB. There were very limited studies in Chinese literature regarding teachers being bullied by students. Past Chinese studies have attempted to understand bullying in Chinese schools, regarding students bullying their peers (Zhang, 2002 & Li and Gao, 2007). Zhang, Wu and Jones (1999) translated the Olweus bullying survey into Chinese, but they deleted the items about students bullying teachers, as they thought educator-targeted bullying was very rare in China. This decision supported the myth that teachers cannot be bullied by students. To verify or contest this assumption, studies need to be conducted regarding teachers bullied by students.

Some Chinese scholars focused on teachers being bullied by students, but it was not a popular studied topic. Three Chinese articles regarding Chinese teachers bullied by students would be reviewed below. One of them is a masters' thesis with a mixed method design, focusing on the quantitative part (Dong, 2010) and two other (Jiang & Jiang, 2010 & Hu, Zhang & Lei, 2014) argumentative articles without data collection.

Dong (2010) conducted a study specifically focusing on students' bullying behaviors against teachers, to investigate the types of students' bullying behaviors against teachers. Dong (2010) randomly recruited 58 teachers and 480 students in the same middle school (7th-9th grade), located in Hu Bei province, China. Dong (2010) attempted to create a mixed method study, but he failed to provide analysis of qualitative data. In this study, Dong (2010) focused on collecting and analyzing quantitative data, reporting descriptive information, including frequency and percentages. Dong (2010) defined students' bullying against students as "students directly or indirectly hurting teachers through verbal, physical, or psychological means, for the students' own reasons, for a long period of time, and this behavior leads to physical or psychological harm to teachers" (p.4). Dong (2010) categorized different bullying behaviors in the following way, using examples of students' behaviors: (1) verbal bullying - cursing, threatening, calling mean name, calling nickname, belittling; (2) physical bullying – damaging property, beating; (3) bullying through different actions – showing disruptive behaviors in class, refusing to complete homework, arguing with the teachers without a proper reason, speaking with an accent or tone which teachers cannot understand, intentionally sleeping during class, stealing, imitating teacher's way of speaking, intentionally skipping class/school, drawing mean picture of the teacher; (4) cyberbullying: bullying through the internet. However, the categorization of bullying through different actions was overlapping with physical bullying (such as stealing) and relational bullying

(such as refusing to complete homework, arguing with the teachers without a proper reason). The incorrect categorization of students' bullying behaviors consequently led one question the results in this study.

In the quantitative part of the thesis, Dong (2010) compared the frequency of bullying behavior of students in the past year, and frequency of teachers being bullied in the past year. Dong (2010) found that the majority of teachers reported being bullied by students for at least one time, even though most students have not reported bullying teachers (Table 1.12). This inconsistency in reporting students' bullying behavior is interesting. This could be reasoned in the following two ways. First, students did not understand their behaviors could be defined as bullying, so they failed to report the exact number of bullying behaviors they conducted. If this was the reason, teachers and students need school-wide training of what constitutes bullying. Second, it is possible that the same students showed bullying behaviors against different teachers. If this was the reason, the school should address bullying behavior among students, so teachers could be protected. Also, school administrators and teachers should communicate with students who showed bullying behaviors against teachers, to help them understand bullying is not acceptable in the school, to prevent more bullying incidents.

Table 1.12 *Dong (2010) students bullying behaviors against teachers, reported by students and teachers*

Student grade	Number of students who bullied teachers at least once – Students reported	Number of teachers bullied by students least once – Teacher reported
7th grader	46 students (30.26%)	13 teachers (72.22%)
8th grader	79 students (47.88%)	21 teachers (87.5%)
9th grader	91 students (59.09%)	11 teachers (100.00%)
Total	216 students (46%)	45 teachers (84.91%)

Dong (2010) provided information on teachers being bullied by students, comparing different types of bullying behavior, gender of victims, gender of bully. The researcher found that 88% of male and 82.14% of female teachers have been bullied by students for at least once. Also, 57.41% of male and 31.25% of female students have bullied teachers for at least once. The most frequent ways for student bully teachers were calling teachers' nicknames (normally students came up with teachers' nicknames), cursing, teasing, and calling mean names, but all the frequencies were reported to have happened "occasionally", from 1.68 to 2.08, on a 4-point Likert scale (1 - never, 2 - occasionally, 3 – sometimes, 4 – all the time). Dong (2010) indicated that most male students used verbal (80.13%) and physically (87.42%) bullying behaviors against teachers, female students used verbal (87.69%) and relational (81.54%) bullying against teachers.

Dong (2010) further provided information on the emotional responses of bullying victims and bully. After the bullying incidents, 47.17% of teachers reported sadness, 43.4% of teachers reported getting mad at students, 35.85% of teachers reported anger, 33.96% of teachers were upset. Regarding teachers being bullied, 43.53% of students reported no feelings/emotion, 28.24%

of students reported feeling sad, 16.56% of students reported feeling mad, 9.55% of students reported feeling happy, 2.12% of students reported of envy. Almost 30% of students felt sad with regard to teachers being bullied. This showed that with proper training, these students would take actions to help teachers. Around 13% of students felt positive about the bullying behaviors. This means schools desperately need anti-bullying training. Students should understand that bullying is wrong and not acceptable. No one should think bullying is funny. Everyone should understand bullying can lead to severe consequences.

Dong (2010) also provided information on actions took by teachers after they were bullied, and teachers and students' reasoning for students bullying teachers. As a response to bullying, 58.49% of teachers chose to be patient and educate students (the bullies), 32.08% of teachers chose to talk to a colleague about the incident. In addition, 39.7% of students chose not to respond to other students' bullying behaviors, 25.48% of students told their family or friends about students' bullying teachers, and 20.38% of students wanted to try bullying teachers. Also, 69.64% of students thought the reason for students bullying teachers was that teachers have punished students, and 61.78% of students thought the reason for students bullying teachers was that teachers and students need more communication. On the other hand, 64.15% of teachers thought the reason for students bullying teachers was that teachers were not tough and strict enough, and 60.38% of teachers thought the reason for students bullying teachers was that teachers and students

needed more communication. Comparing students' and teachers' responses, most students thought teachers were being too strict (punishing students), and most teachers thought they were not being strict enough. One would question teachers' behavior management skills. It seems like teachers were trying to discipline students, but punishing students cannot be seen as a good behavior management strategy. Creating authority is important, however, being strict does not mean teachers need to punish students all the time. Teachers need to learn how to promote positive behaviors, rather than punish students for students' bad behaviors.

One would admit that Dong (2010) made great effort in collecting data from Chinese school, introducing students bullying teachers to Chinese society. However, his research procedure and data analysis were not very sufficient. Dong (2010) used a small sample size of teachers. Considering his study was about teachers being bullied, a larger sample size of teachers would be better. In addition, Dong (2010) conducted a qualitative research, interviewing teachers regarding ETB, however he failed to provide any analysis or interview results of the qualitative portion. Moreover, as previously stated, there was overlap in the categorization of bullying behaviors, which negatively affected the reliability and validity of the study.

Jiang and Jiang (2010) acknowledged the situation where teachers are being bullied by students, trying to raise the awareness in Chinese society regarding this issue. The authors pointed out that teachers' rights should be protected. Jiang and Jiang (2010) talked about the fact that

teachers are judged by the society, school administrators, parents, students, and their peers, which makes it even harder for teachers to survive from students' bullying behaviors, as these people have very high expectations for teachers. With so many cases and stories reported by the social media and the news, where teachers were bullied by students, Jiang and Jiang (2010) urged everyone to start thinking from teachers' perspective, and to try to understand and accept that teachers can be bullied by students. This was to further ask the society to provide more support to teachers to combat with students' bullying behaviors.

Hu, Zhang and Lei (2014) focused on cases reported and research studies conducted in foreign countries (such as America, Finland) to explain the fact that teachers have reported being bullied by students. By summarizing past studies conducted in foreign countries, Hu, Zhang and Lei (2014) provided the following strategies to prevent and intervene with students bullying behaviors against teachers. First, teachers should motivate students in learning and studying (Hu, Zhang & Lei, 2014). Hu, Zhang and Lei (2014) further indicated that educators could use positive teaching strategies to support students to further help students gain more confidence, which would help decrease students' aggressive behaviors. Second, Hu, Zhang and Lei (2014) stated the important role school psychologists play in managing students' bullying behaviors. The authors believed school psychologists could provide immediate support and guidance to students, after the bullying incident (Hu, Zhang & Lei, 2014). In addition, school psychologists could help students further

with setting personal goals and understanding self (Hu, Zhang and Lei, 2014). Third, Hu, Zhang and Lei (2014) pointed out that schools should acknowledge students' success in academia and social activities. Schools should provide support to both students and teachers regarding students' bullying behavior (Hu, Zhang & Lei, 2014). It would be appropriate for school administrators to provide useful training on bullying for both educators and students.

These two articles (Jiang & Jiang, 2010 & Hu, Zhang & Lei, 2014) attempted to raise the awareness of students bullying teachers in Chinese society. Especially in their article, Hu, Zhang and Lei (2014) tried to use foreign studies as references to learn more about how to prevent and intervene with bullying. This is a wonderful way to learn the newest information on bullying, and to learn if existing anti-bullying strategies could be adapted in Chinese schools. These two articles acknowledged the fact that teachers can be and have been bullied by students. This is the first step to bullying prevention and intervention.

Chinese educators and psychologists tried to raise the awareness of bullying among teachers and students, however, researchers have not taken a closer look at educator-targeted bullying. Confucianism taught students to show high respect to teachers. One would argue that Chinese teachers being bullied by students should be a rare situation. But bullying needs to be studied with more rigor regarding reliability and validity, collecting real data from schools. Without a clear

definition of bullying and evaluation of reliability and validity, it is impossible to tell whether or not students are following the principles of Confucianism.

Studies found that researchers and psychologists gave little attention to educator-targeted bullying. Bullying is a new area for both American and Chinese societies. The bullying definition is not clear for educators. Bullying prevention are more theoretical, rather than practical. Existing studies provided insufficient amount of data collected from both Chinese and American schools. In conclusion, more research need to be conducted.

Factors Affecting ETB

School climate and school culture. School climate is affected by the climate of the peer group and the attitude of teachers and school administrators. Students in the same group may learn from each other's behaviors. For instance, a bully in the group can teach group members and other bullying bystanders how to bully others and create more bullies. This shows the key concept of ecological system by Bronfenbrenner (1976), regarding the environmental effect on individuals, which will be explained in the following section.

Bronfenbrenner (1976) theorized a social ecological system which shapes human development. Every individual is surrounded by 4 semi-systems: micro-, meso-, exo-, and macro-system. Bronfenbrenner (1976) defined these 4 semi-systems as follows: (1) the micro-system is the immediate setting containing the students (for instance, home and classroom); (2) the meso-

system is the interaction between different major settings of students, at a particular point of one individual's life (for example, for an American elementary school student, the meso-system contains school, family, peers, and television); (3) the exo-system describes the influences of social structures on students, both formal and informal (such as community, neighborhood, and mass media); (4) macro-system contains cultural influences on students (for example, economics, social, educational, and political system). In this contextual paradigm of Bronfenbrenner (1976), every individual is influenced by several semi-systems. The microsystem of the immediate environment however in which the individual lives has the most impact on children. Today's researchers use the word "context" to describe the microsystem (Arnett, 2015). Context is the first thing which school psychologists try to learn in order to manage students' behaviors. Bronfenbrenner (1976)'s theory shows that every individual is interrelated to the social ecological system, which means students can either encourage or prevent bullying in schools giving the context in which the bullying behavior taking place (Espelage & Swearer, 2003). Peer groups not only can change each other's worldview, they can even diminish individuality to some extent (Rodkin, 2003). Some students try to behave and act like leaders in the peer groups just to survive in school or make friends. Some students identify aggressive students as "the coolest", providing support to aggressive behaviors in schools (Rodkin, 2003). Some students even applaud or support bullying behavior (Rodkin, 2003). Also, aggressive students are affiliated with both aggressive and

nonaggressive students (Rodkin, 2003). These findings meant the norm of favoring aggression may be nourished in schools. Students have incorrect understandings about aggression and give wrongful support to aggressive behaviors. This situation suggests that students need to be taught about what the acceptable behaviors in school are. Teachers should take the lead in training and teaching students regarding this issue.

Teachers' and school administrators' attitude about bullying and towards their students sets the tone of school climate. Bullying behaviors among students are more likely to appear in places where teachers are not around. This makes it harder for teachers to intervene in bullying behaviors, because teachers might not be aware of students' bullying behaviors, until bullying behavior were reported to them. It also shows that teachers' appearance and control over the classroom can on some level prevent bullying behavior. Teachers are role models and rule makers in the classroom. They can create and shape the classroom climate. Students are the center of the education, but teachers are the main sources of students' education. This means, teachers' attitude towards bullying may influence students' attitudes towards bullying.

Previous studies have shown that teachers showed lower prevalence rates of bullying behavior, and they underestimated the frequency of bullying behaviors in schools (Holt & Keyes, 2003). Holt and Keyes (2003) conducted a study with 797 school teachers (including elementary, middle, and high school teachers) in Wisconsin, U.S. They found that 57% of teachers tended not

to intervene if students were teased, but 93% of teachers tended to stop students being bullied by hurtful comments. It is clear that teachers were well aware of the fact that verbal bullying is not acceptable. If teachers knew about the bullying situation but did not take any action, bullying behaviors would be encouraged. Moreover, in research on American teachers, Bradshaw et al. (2013), using 4-point Likert scale (from 1 to 4, 1 was the least problematic, and 4 was the most problematic), found that teachers tended to view verbal (average 2.7) and physical bullying (average 2.3) as the most problematic behaviors, but religious remarks (average 1.5) and texts with sexual remarks (average 1.55) as the least problematic behaviors. This finding was very troublesome, as all the average scores were less than 3, which meant that teachers did not think these kinds of bullying were very problematic.

Clearly teachers need more training to understand that bullying can lead to severe consequences. Teachers and students need to hold accurate understanding about bullying, the definition of bullying, and types of bullying. The attitude of these two groups shapes the school climate which everyone needs to live in.

Teaching skills and teaching experience. Teaching skills and teaching experience are another factor relating to bullying behavior. Newly hired teachers and newly qualified teachers are more likely to be bullied by students, as teachers reported that they suffered from educator-targeted bullying in their early teaching careers (De Wet & Jacob, 2006). However, researchers did not find

consistent evidence regarding teaching experience and bullying, more specifically, whether teachers with longer or shorter teaching experience would tend to be bullied by students. Some studies have found that teachers with more teaching experience tended to be bullied more frequently than teachers with less experience, based upon reports of teachers in Canada and South Africa (De Wet & Jacob, 2006). This study indicated that teachers with 10 to 20 years of experience were more likely to be bullied than others. In addition, Terry (1998) conducted a study with 101 teachers from England, and found that 68% of teachers with less than 3 years of experience were bullied by students, and 49% of teachers with more than 3 years of experience were bullied by students in a school. But Terry (1998) did not provide demographic information of the participants. He did not provide the sample size of the two groups: teachers with less than 3 years of experiences, and teachers with more than 3 years of experience.

Since researchers found that teachers with long or short experiences have been bullied by students, it is safe to conclude that teachers with any number of years of teaching experience can be bullied by students and become the target of bullying of students. One would raise a question whether Chinese and American teachers have the same pattern regarding the relationship between length of teaching experience and the frequency of being bullied by students. One would like to point out that teachers with more experience might handle bullying behaviors more appropriately. Comparing to teachers with less experience in the classroom, teachers with more experience might

know how to handle students' bullying better, perhaps learned from experience. With more practice, experienced teachers might be able to identify bullies and bullying behaviors easier. These issues should be studied in future studies regarding student bullying teachers. In addition, teachers with more experience were more likely to report a bullying behavior (Wei et al., 2013), which shows the wisdom of experienced teachers. Moreover, more teaching experience means more teaching practice and consequently more practice in classroom management. Classroom management skills are often learned through informal ways, such as through sharing experiences with other teachers, and attending professional workshops (Allen, 2010). Classroom management skills can help teachers not only monitor students' behaviors, but also create better school and classroom climates. Teachers with good classroom management skills can set the rules, organize groups, react to misbehavior, and create supportive learning environments (Allen, 2010).

Gender. Gender differences of both the bullies and bullying victims were found in past research. There was not a consistent result showing which gender of student tended to bully teachers in previous studies. Ozkiloglu (2012) found that 45.7% (101) of participating Turkish teachers from elementary and secondary schools were bullied by boys, and 40.3% (89) of the participants were bullied by a mixed gender group. James et al. (2008) found that in Irish secondary schools, 33.9% (407) of boys reported having bullied teachers, which is higher than that for girls (21.9%, 231). In addition, Kauppi and Pörhölä (2012a) found that in Finland schools, in 62.9%

(44) of cases, bullies were boys, and in 31.4% (22) of cases, bullies were mixed gender groups. However, Pervin and Turner (1998) found that in a school in London, with responses from 84 participants, equal numbers of teachers reported that they were bullied by boys and girls. 38% of teachers reported being bullied by boys, and 36% of teachers reported being bullied by girls. Pervin and Turner (1998) did not find gender effect of the perpetrator of students' bullying against teachers. This result might be due to a small sample size, demographic characteristic or school climate.

Second, in general, gender differences were found in frequency of different types of educator-targeted bullying. De Wet and Jacob (2006) found that male teachers were bullied more frequently than female teachers in South Africa. In the following categories, male teachers were statistically significantly bullied more than those for female teachers: rumors spread ($p < .01$), bullied into giving up something ($p < .05$), average score for all the bullying behaviors experienced ($p < .05$) (De Wet & Jacob, 2006). But one need to question the results De Wet and Jacob (2006) found in this study. De Wet and Jacob (2006) calculated the percentages of different bullying behaviors experienced by teachers by dividing the frequency of bullying behavior experience in a certain group by the group size. The formula used was "Number of respondents in the subgroup who were subjected to ETB*100%" divided by "Total number of respondents in the subgroup" (De Wet and Jacob, 2006).

De Wet and Jacob (2006) recruited 176 male teachers, and 368 female teachers in their study. Comparing the percentages of bullying experienced by males and females might not be reliable while the groups sizes of these two groups were very different. One may question if a larger group size of male teachers will affect the result.

In addition, Zhang, Musu-Gillette and Oudekerk (2016) collected data from American teachers across the country. Researchers did not find gender difference in teachers being threatened with injury by students (male: 9.2%, 84,500, female: 9.2%, 268,400), but they found more females teachers (6%, 177,300) reported had been physically assaulted by students than that for male teachers (3.5%, 32500). It is clear that Zhang, Musu-Gillette and Oudekerk (2016) also tried to find the likelihood of different gender groups experiencing different bullying behaviors. In their study, they recruited 918,478 male teachers, 2,917,391 female teachers. Again, one has to point out the group sizes of males and females were largely different. Is it possible that a larger group size of male teachers would change the result?

Moreover, Ozkilic (2012) conducted a study using Turkish teachers, and gender difference in bullying victim was not found. However, gender differences were found in different bullying behaviors experienced by teachers. In this study, Ozkilic (2012) identified 109 female bullying victims, and 112 male bullying victims. The percentages of different bullying behaviors in different groups were calculated by dividing the frequency of different bullying behavior

experienced in different groups by the total frequency of different bullying behaviors experienced by two groups as a whole. For example, Ozkilic (2012) found that 66 female teachers and 20 male teachers were verbally bullied. Ozkilic (2012) identified the percentages of male and female teachers being verbally bullied by students as 79.6% (female teachers) and 23.3% (male teachers). Male teachers were physically bullied by students statistically significantly more times (male vs female: 76.9% vs 23.1%, $p < .01$). Female teachers were statistically significantly bullied more in the following categories: verbally (male vs female: 23.1% vs 76.9%, $p < .05$), being ignored (male vs female: 41.1% vs 58.9%, $p < .05$), and being gossiped about (male vs female: 34.5% vs 65.5%, $p < .05$). With a similar group size, and more efficient formula, Ozkilic (2012) provided a more reliable result.

These results discussed previously were conducted in different countries. The results were helpful in understanding the gender effect of the bully and bullying victim in different countries. However, one would ask whether or not such patterns exist among Chinese and American students and teachers. Researchers should also consider the group sizes of male and female teachers while interpreting the results.

Teachers' responses of bullying behaviors. Bullying intervention and prevention demands a bullying behavior reporting system. Teachers should report the bullying behaviors to their supervisors and school administrators for further assistance. However, teachers tended not to do

so. Even though teachers who were bullied by their students tried to seek social support, they tended to share their bullying experience with their colleagues rather than their supervisors (Kauppi & Pörhölä, 2012b). In addition, teachers might not always want to report bullying behaviors in school, as they do not believe these situations can be successfully resolved (Holt & Keyes, 2003). Moreover, researchers have concern that both teachers and students might have a code for remaining silent about bullying behaviors (Stewart & Robles-Piña, 2008), thus neither bullying victims nor bystanders tend to report bullying behaviors.

Summary

While psychologists paid more and more attention on peer bullying in schools, they overlooked the group of teachers who have been bullied by their students. Even though researchers have considered and studied educator-targeted bullying or violence against teachers, most of the research has focused on workplace bullying, which only includes peer bullying. This means, only a few studies have targeted teachers bullied by their students. In addition, more past research on this topic were conducted in countries other than China or America. American and Chinese academic literature barely covered this topic of bullying. It is important to conduct a study within these two cultures and uncover the current situation of teachers being bullied by students.

Chapter 3: Method

Current Study

The current study took a cross-cultural perspective, using a mixed method research design, analyzing educator-targeted bullying. Specifically, this study was to understand teachers being bullied by their students in American and Chinese schools. Cultural background was the main independent variable in the current study.

The purpose of the current study was to investigate the following questions, comparing American and Chinese teachers in elementary, middle school, and high school levels:

- (1) To what extent teachers were bullied by students,
- (2) How educators responded to students bullying teachers,
- (3) What do people know about bullying prevention and intervention?

Participants

Survey participants. Teachers working in American and Chinese elementary, middle and high schools were recruited. The current study used a convenience sample. 61 American teachers and 154 Chinese teachers have returned the survey. After the screening questions, 30 American teachers (25 Female - 83.33%, 24 White - 80.00%, Table 2.7.1, Table 2.7.2) and 88 Chinese teachers were recruited for taking the rest of the survey. Eighty-two Chinese teachers indicated their gender (64 Females, 78.05%). Seventy-six Chinese teachers indicated their ethnicity (73 Han

Ethnicity, 96.05%). Twenty-seven American teachers and 74 Chinese teachers indicated the grade level they were teaching (Table 2.7.3). More American participants (10 teachers, 37.04%) were working in elementary schools. Most Chinese participants (43 teachers, 58.11%) were teaching in middle schools. The range of teacher's overall teaching experiences for both American and Chinese sample were from 1 year to over 30 years. In addition, participants were assigned to answer questions regarding their personal experiences of students' bullying behavior, or their witnessed experiences of other teachers being bullied by students, according to their answers for screening questions. Overall, 20 American teachers and 59 Chinese teachers took the survey on their experiences as bullying victims, 10 American teachers and 29 Chinese teachers took the survey on their experiences as bullying bystanders.

Focus group/interview participants. Four American female teachers and four Chinese female teachers were recruited for individual interview or focus group meetings. All 4 Chinese teachers were teaching (at the time of research) and have been working in Chinese elementary schools for 4 years. One American teacher was teaching (at the time of research) in middle school in US, and has been teaching for 3 years. One American retired teacher had teaching experience for 20 years overall, working in American elementary, middle, and high school, which the latest teaching experience was in 2000. Another American retired teacher was working as a substitute teacher (at the time of research). Her overall teaching experience was about 33 years. Her latest

teaching experience was in 2012. The fourth American teacher had teaching experiences in Saudi Arabia for around 4 years, which the latest teaching experience was in 2013.

Quantitative Study: Instrumentation

The teachers' bullying questionnaire was created mainly based on Olweus' (1996) bullying questionnaire (see p.78-79 for detailed information on Olweus' (1996) bullying survey). In addition, the survey was designed using a rational theoretical approach. All the items were finalized after the pilot study with the feedback gathered from reviewers and translators (see Appendix A for the full English version of the survey).

Request for consent. The purpose of this section was requesting for the consent of the participants. The participants were presented with the purpose of the survey, safety information on Qualtrics, researcher's contact information. The participants had two choices, (1) showing that they understand the purpose of the survey, and they would like to proceed, (2) indicating that they do not want to proceed the survey.

Screeners. The main purpose of this section was to separate teachers into the targeted two groups: (1) teachers who have been bullied by students in the past 12 months, and (2) teachers who have witnessed students bullying other teachers in the past 12 months. This section of the survey included questions regarding whether or not teachers have witnessed students' bullying teachers, or have been bullied by students in the past year. Teachers from these two groups were led to

different sets of questions, depending on their answers in this section. Otherwise (if teachers have not been bullied or have not witnessed students bullying teachers in the past 12 months), teachers were dismissed from taking the rest of the survey. If participants were bullied by students, but did not witness students bullying teachers in the past 12 months, they were directed to answer the set of questions regarding being victimized by students' bullying behavior (see Appendix A for Survey sequence numbers: A, B-1, C-1, D, E, F, G). If participants have witnessed students bullying teachers, but have not been bullied by students in the past 12 months, they were directed to answer the set of questions regarding experiences of being bystanders of students' bullying behaviors (see Appendix A for Survey sequence numbers: A, B-2, C-2, D, E, F, G). If participants indicated that they have been bullied by students and also have witnessed students bullying teachers in the past months, the survey only led them to the set of questions of teachers being bullied by students. Because comparing to collecting information from bystanders, getting the information on bullying victimization was the main focus of the survey.

Bullying behavior experienced by teachers. This construct dealt with students' bullying behavior against teachers, including frequency, types of bullying behavior, bullies, location of the bullying behavior occurred. This construct had two sets of questions for groups of teachers, (1) teacher who were bullied by students, (2) teachers who witnessed other teachers being bullied by students. This construct dealt with the detailed information regarding bullying behaviors.

Questions were written in targeting teachers' difference experiences with students' bullying. However, all the questions dealt with the same construct.

Type of bullying behavior. For types of bullying behaviors, one included questions regarding various types of bullying behaviors, including: verbal, physical, cyber-, relational, racial, sexual, LGBTQ, cultural, disability, sexist bullying, and others.

For each type of bullying behavior, the researcher listed several possible behaviors and examples which could be counted as students' bullying behaviors against teachers. Also, an "other" option was provided for teachers for inserting other bullying behaviors encountered.

Gender of the bully. For this part, one included both "girls" and "boys" in the possible choices for bullies, also gave chance for participants to provide the number of the bullies. Even though past studies found that boys were reported to be the culprits in more bullying behaviors against teachers, one decided including both genders in the question. Having this section was beneficial in knowing the current situation where teachers were bullied by students, with regards to students' gender.

Locations of bullying behavior occurred. Possible locations of bullying behaviors were listed, including: hallways, stairwells, classroom, office, cafeteria, school bus, playground, bathroom, way to and from school, on the internet on website or mobile app, (such as Facebook, Youtube, Twitter, Instagram), on the phone, (such as text messages, text pictures, text videos, phone calls).

These locations included places inside and outside of school, where teachers might have been bullied by students or have witnessed other teachers being bullied by students. The participants were given a choice of “other”, to type the location, which was not listed in the survey.

Frequency of bullying behavior. This question was about the total students’ bullying behaviors experienced by teachers (total times that teachers were bullied by students or total times teachers witnessed students bullying teachers).

Teachers’ emotional responses to students’ bullying behavior. This construct dealt with (1) teachers’ emotional responses after they were bullied, or (2) teachers’ emotional responses after they witnessed students bullying teachers, depending teachers’ experiences. The questions were worded differently targeting teachers’ different experiences with students bullying teachers.

First, this construct was related to the impact of bullying on the victims’ mental health. Getting the feedback can be useful for future research to further discuss the negative consequences of students’ bullying behaviors against teachers. In the questions, possible negative emotional responses were listed. This was also used to see whether or not teachers developed negative attitudes regarding students bullying teachers.

Second, this construct was related to how witnessed teachers emotionally responded to other teachers being bullied by students. This type of question was useful to see how bystander teachers thought about students bullying teachers. In addition, if teachers held negative emotions regarding

students bullying teachers, it is possible that teachers would help their fellow teachers to combat with bullying. If teachers held neutral emotions or thoughts regarding students bullying teachers, or they showed ignorance regarding students bullying teachers, they might not take actions to help their fellow teachers while their fellow teachers were bullied by students.

The researcher listed several positive and negative emotional responses, such as “I was sympathetic about the teacher’s experience(s)” “I questioned that person’s ability as a teacher” for bystanders, “I felt angry”, “I felt powerless” for bullying victims. For all these emotional responses, participants needed to report on a 5-point Likert scale: 1 – strongly disagree, 2 – disagree, 3 – neither agree or disagree, 4 – agree, 5 – strongly agree. An “other” options was given to participants to type the emotional responses which were not listed. They also needed to rate those typed responses on Likert scale.

Actions adults took regarding students’ bullying against teachers. In this construct, depending on teachers’ experiences, questions were included: (1) what actions did teachers who were bullied by students take after they were bullied, (2) what actions did the witnesses take to help the teachers who were bullied by students, (3) what actions did other support agencies take to help the teachers who were bullied by students, (4) the efficiency of the help provided by support agencies. These questions linked to teachers’ basic knowledge regarding strategies of bullying prevention and intervention. Possible responses listed included positive and negative responses,

which could help the researcher see teachers' skill in dealing with students' bullying behaviors, and whether or not teachers reported students' bullying behaviors to school administrators and the parents of student bullies.

To deal with bullying behaviors, teachers need to be able to include students' parents and school administrators. This is because school administrators can help with creating a bully-proof school environment. In addition, parenting style, and parent support can affect students' attitude towards teachers and bullying prevention program in the school. Parenting style and parents' attitude can be learned by children, because children learn different behaviors by observing and imitating adults, especially parents and teachers. If parents were aggressive at home, children might also be aggressive at home. Aggression, which is closely related to bullying can be affected by genes, family environment, parenting style, school environment (Underwood, 2011). This means, positive family support, warm family environment, positive parenting style, and warm and inclusive school environment can help preventing and intervening with bullying behavior.

The researcher listed several positive and negative responses, such as creating strategies to prevent or intervene with students' bullying behavior, reporting to the school administrators, talking to the students and/or parents. Also, an "other" option was provided for teachers to use to type the responses which were not listed. For the support agencies, possible individuals were listed. Such as, students in the same school, teacher in the same school, students' parents, who study in

the same school. For the effectiveness of support agencies' help, regarding students bullying teachers, a 6-point Likert scale is provided (0 for did not provide help, 1 for very ineffective, 2 for ineffective, 3 for neutral, 4 for effective, 5 for very effective). The participants were given space to type other support agencies which were not listed, and rate their effectiveness of help. For bystanders, there were a column of "I do not know", in case that the bystander did not receive the information on certain support agencies.

This construct also contributed to the evaluation of the school climate. If bystanders of the bullying behaviors were able to provide help to the bullying victims, this would have positive contribution to the school climate. In the questions, one also included possible actions in responding to bullying, regarding helping the bullying victim talk to the administrators, student bully, or students' parents. This was also to see if the teachers were able to include all these parties in the conversation regarding bullying.

Teachers' perception of bullying behavior. This construct contained two questions: (1) teachers' reasoning regarding why students bully teachers, and (2) teachers' knowledge regarding bullying prevention and intervention. This construct was for groups of teachers, (1) teacher who were bullied by students, and (2) teachers who witnessed other teachers being bullied by students.

First, teachers' attitude towards students' bullying behavior determines their response and management to students' bullying behavior against teachers. Teachers should understand that

bullying is wrong, and who and where to seek help while dealing with students' bullying behavior. Teachers should understand that they are not alone, and should not be left alone, in managing students' bullying behavior against teachers.

Possible reasons were listed for participants. Such as "Students are just being kids", "Teacher is not strict enough", "Teacher should change teaching method", "Teacher is lacking in abilities and skills to deal with students' bullying behavior". For all these listed reasons, participants needed to report on a 5-point Likert scale regarding their thoughts on those reasons (1 for strongly disagree, 2 for disagree, 3 for neither agree or disagree, 4 for agree, 5 for strongly agree). The participants were given a place to type in their reasons which were not listed, and rate those reasons on the Likert scale.

Second, collecting information on teachers' ideas regarding bullying prevention strategies was a way of understanding teachers' knowledge regarding handling students' bullying behavior. Teachers are expected to respond students' bullying in a positive and active manner, as this is the only way to combat bullying behavior. Possible strategies are given to participants in the survey. Such as "Schools should have a bullying policy", "Schools should implement bullying policy properly", "Have more training about how to prevent and intervene with bullying". This construct was useful to see the current situation about how schools and teachers deal with students' bullying and where should be improved.

School safety. This construct contained 3 questions: (1) whether or not bullying victims and bystander have concern towards school safety, after experiencing bullying behavior against them or witnessing students' bullying against other teachers, (2) bullying victims' and bystanders' attitudes towards the school environment after experiencing or witnessing students bullying teachers, (3) bullying victims' and bystanders' attitude towards future bullying prevention and intervention in schools, depending on teachers' experiences. This construct dealt with teachers' mental health, and satisfaction levels regarding working in their schools, and whether or not they felt positive about schools' future on preventing and intervening with bullying. All the questions requested participants to rate their answers using a 5-point Likert scale (1 for strongly disagree, 2 for disagree, 3 for neither agree or disagree, 4 for agree, 5 for strongly agree).

Schools should create a positive and supportive environment for all the teachers. If teachers are lack of trust or faith in the schools or school administrators, with regards to helping teachers managing students bullying teachers, it is hard to imagine teachers would be able to successfully prevent and intervene with bullying.

School policy. This construct dealt with school policy regarding students' bullying behaviors, the clarity of the policy, and the usage of the policy. It contained 4 questions: (1) whether or not the school has a policy regarding students' bullying behavior, (2) whether or not the school has a policy regarding students' bullying behavior against teachers, (3) whether or not the policy

regarding students bullying teachers is clear, (4) whether or not the school reinforce or use the policy regarding students bullying teachers. This construct was for groups of teachers, (1) teacher who were bullied by students, and (2) teachers who witnessed other teachers being bullied by students.

School policies are the rules set for all the teachers, administrators, and students. If the school is lack of clear policy regarding students bullying teachers, all the stakeholders (teachers, administrators, students, and parents) related to this issue would have no rules to refer to, while dealing with bullying. This means, no one would have a clear sense regarding how to react to students' bullying teachers. If the school has a policy regarding students bullying teachers, however, the policy has never been reinforced or used, no one would take the policy seriously. It would create obstacles when teachers were bullied by students.

Demographic information. This construct dealt with questions regarding teachers' gender, ethnicity. In addition, details regarding the students and course that participants were teaching, and teaching experience were included. This construct was for groups of teachers, (1) teacher who were bullied by students, and (2) teachers who witnessed other teachers being bullied by students.

Gender. One included an option of "Other" in gender. Because there are people who are identified as other gender types. This is to show inclusiveness to all the teachers, self-identified in any gender type.

Ethnicity. For this part, in the English version of the survey, 6 ethnicities were included: (1) American Indian/Alaska Native, (2) Asian/Asian-American, (3) Black/African American, (4) Native Hawaiian/Other Pacific Islander, (5) White/Caucasian, (6) Hispanic/Latino. One “other” option was provided for participants to insert the ethnicities which were not listed. For Chinese version of the survey, since there are 56 ethnicities in China, this question did not list all the ethnicities, rather, it asked the participants to name the ethnicities.

Details regarding students and course that teachers were teaching. This part included questions regarding more detailed information of the students. Questions included (1) the grade level of the students who the teachers were teaching, (2) the course/subject the teachers were teaching, (3) the number of students the teachers were teaching in a day.

Teaching experiences. This part included questions on the length teachers have been teaching in the current school and overall.

Quantitative Study Procedures

The current study was approved by KU IRB.

Pilot Study. To ensure the validity and reliability of the instrument, one conducted a pilot study to gather feedback from teachers and reviewers regarding the bullying survey. The final instrument was decided using the feedback collected from the pilot study. The purpose of the pilot study was to see (1) the understandability and clarity of the survey, (2) the sufficiency of

measurement and scaling used in the survey, (3) possible updates to be made regarding the content of the survey. The pilot study was conducted through interviews or focus group meetings.

Emails with the survey and the survey questions were sent to the reviewers prior to the meetings. The middle school teacher reviewers and expert reviewers were sent the Word version of the survey (with clear instruction in the document), and a list of discussion questions (targeting different groups of reviewers: one list of questions for middle school teacher reviewers, and one list of questions for expert reviewers), which were addressed in the interview or focus group meeting. The purpose of the lists of discussion questions were to give the reviewers a sense of what would be addressed in the meetings. The reviewers were informed before the meeting regarding the purpose and the content of the study, the purpose of the pilot study, minimum time commitment, and what was expected for them to do to fulfil the purpose of the pilot study.

Since the purpose of this study was to see the situations regarding teachers being bullied by their students in America and China, survey reviewers were drawn from two cultures. Participants of pilot study included: (1) 4 American middle school teachers, from two American middle schools, English Native speakers, (2) 4 Chinese middle school teachers, from two Chinese middle schools, Chinese (Mandarin) Native speakers, (3) American KU student reviewers, English Native speakers, (4) 4 Chinese KU student reviewers, Chinese (Mandarin) Native speakers, (5) 2 KU

Educational Psychological department faculty members, 2 KU Counselling Psychology department faculty members.

Middle school teacher review. One sent out emails searching for teachers who were currently working (at the time of research) in middle schools in United States and China. Except for one focus group meeting with 3 American middle school teachers, all the other meetings were conducted in one-on-one interview format, through Skype or Wechat. The middle school teacher review was conducted mainly using both one-on-one read-aloud interviews and read aloud focus groups. All the middle school teacher reviewers were asked to go through each question in the survey, and use their own words to describe what the questions were asking, and if they had questions about the survey items or suggestions regarding possible revisions. Also, they were asked to describe bullying behavior, using the definition of bullying provided in the Introduction section of the survey. This was to see if they could understand the definition provided in the survey.

Peer review. One sent out emails to KU students who have taken or was taking (at the time of research) EPSY 725 Educational Measurement¹ and/or EPSY 822 Educational Measurement,

¹ EPSY 725 course is a course addressing Validity, Reliability, fundamentals and characteristics of testing, measurement, assessment and evaluation, and tests of maximum performance and typical behavior, methods for testing scoring, scoring interpretations, and evaluation, designing and building the test and test items, choosing and using tests for Education Achievement tests and testing, and special testing applications (Poggio, 2015)

Questioning, and Sampling². Three Chinese peer reviewers were in EPSY 822 course during the pilot study, and 1 of Chinese peer reviewer has taken the EPSY 822 course previously. Two of the American peer reviewers were taking EPSY 822 course during the pilot study, 1 American peer reviewer has taken EPSY 822 previously. One American peer viewer was taking EPSY 725 course during the pilot study. Except for one in-person meeting with 2 Chinese peer reviewers, all of the meetings were one-on-one interview with all the Chinese and American peer reviewers, through Skype or Wechat.

Peer reviewers made notes on the survey, and possible revisions of the questions. The peer reviewers and the researcher discussed whether or not the question is clear, and if they had questions or suggestions regarding possible revisions. In addition, the peer reviewers and the research discussed about the parts which the peer reviewers felt unclear, or they felt revision was needed.

Expert review. Four KU Educational Psychology department faculty members were contacted regarding the survey. Faculty reviewers provided detailed information regarding how to revise the survey, also answered the list of questions provided by the researcher, regarding the understandability of the survey. One faculty provided detailed thoughts on each question of the

² EPSY 822 course is a course discussing Validity, Reliability, Test Development, Item Analysis, Interpretation, Standard Setting, and Score Reporting, and Evidence Documentation (Perie, 2016).

survey and had one-on-one in person meeting with the researcher, discussing the details about the survey. One faculty member provided thoughts on each question of the survey, and answered the list of questions provided regarding clarity of the survey. Two faculty answered the list of questions regarding the clarity of the survey (See Appendix B for faculty reviewer list of questions.).

Survey distribution. The final version of the survey was finalized considering reviewers' feedback. The electronic survey was set up on Qualtrics. English and Chinese version of the survey were set up separately. The anonymous survey links were sent to teachers. Teachers were recruited through KU research pool (SONA), and snowballing through personal contacts.

Qualitative Study Procedure

All participants for the qualitative study were recruited through snowballing and with personal contact. Four individual interviews were held for American participants. One focus group meeting was conducted with all Chinese participants. All the meetings were audio recorded. All recordings were transcribed. One coder was recruited. The coder has worked as a GTA for EPSY 715 Understanding Research in Education³ course for around 1.5 years. The coder and the researcher first agreed on and developed the themes of each meeting by reading the transcripts.

³ EPSY 715 course is class addressing research methods, including quantitative research and qualitative research.

Then the content of the qualitative information was coded independently by the coder and the researcher.

Statistical Analysis

Data analysis. Descriptive information was analyzed using the results collected from Qualtrics and focus group or interviews. The frequency, percentages, and statistical significances were reported in the current study.

Validity. Two types of validity evidence were ensured in this study: content validity and construct validity.

Content validity. The content validity of the study was secured by asking all the teachers survey reviewers about questions regarding the coverage of the items. Since this survey was targeting teachers being bullied by students, teachers' advice regarding their experiences with bullying at school and possible additives would be useful to include in the survey. Also, the feedback collected from peer reviewers and expert KU faculty members were useful information to secure the content validity. Because these people had knowledge and experiences with conducting research and data analysis.

Construct validity. All the variables included in the survey were drawn based on past studies or literature regarding similar topics on bullying or teachers' victimization of students' bullying behaviors. This ensured the constructs of the questions included in the survey. In addition, this

self-created survey was inspired by Dan Olweus' (1996) Revised Olweus Bullying Questionnaire (ROBQ), which was commonly used by psychologist. Dan Olweus was one of the psychologists who started working on the field of Bullying.

Past studies provided evidence regarding the construct validity of ROBQ. Dan Olweus' bullying questionnaire was designed for students from grades 3 to 12. The ROBQ had 4 subscales: (1) assessing to what extent students experienced relational bullying, (2) assessing to what extent students experienced physical bullying or physically injured, (3) assessing to what extent students bullied their peers, and (4) assessing to what extent students bullied teachers (Olweus, 2007).

Lee and Cornell (2010) indicated that self-reported victimization in ROBQ was significantly correlated with peer nominations of victimization ($p < .01$). This evidence showed good concurrent validity for the ROBQ. Kyriakides, Kaloyirou, and Lindsay (2006) indicated that ROBQ had good reliability, using the Item Separation Index and the Person Separation Index. The Separation index score was .91, for questions regarding students being bullied (Kyriakides, Kaloyirou, & Lindsay, 2006). A separation index score which was closer to 1, indicated that there was less error in the scale in this group of participants (Kyriakides, Kaloyirou, & Lindsay, 2006).

The survey created for the current study ensured the construct validity, considering the following aspects. First, thinking about the targeted population, the section of questions in the

current survey, which was targeting teachers being bullied by students, had the same construct as the section of bullying victimization of ROBQ.

Second, thinking about the different constructs measured in the ROBQ, the current survey was expected to have good construct validity. In ROBQ, the researchers included questions such as: “I was called mean names, was made fun of, or teased in a hurtful way.”, “Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.”, “I was hit, kicked, pushed, shoved around, or locked indoors.”, “Other students told lies or spread false rumors about me and tried to make others dislike me.”, “I had money or other things taken away from me or damaged.”, “I was threatened or forced to do things I did not want to do.”, “I was bullied with mean names or comments about my race or color.”, “I was bullied with mean names, comments, or gestures with a sexual meaning”, “I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).”, “I was bullied in another way.” (Olweus, 2007). All these questions included constructs of physically bullying, verbal bullying, relational bullying, cyberbullying, sexual bullying, and racial bullying. But the Olweus (2007) only included very limited examples for each type of bullying behavior. The survey developed in the current study not only included all these types of bullying behavior covered in ROBQ, but also included more other possible students’ bullying behavior against teachers, which were not included in ROBQ, such as disability bullying, sexist bullying.

In addition, Olweus (2007) included questions regarding the location occurred of the bullying situation, how many students took part in the bullying situation, whether or not students told anyone about being bullied, have others “put a stop” to bullying behavior. The researcher included questions targeting the same constructs in the current survey used.

Moreover, Olweus (2007) included questions regarding the witness of bullying behaviors, such as “When you see a student your age being bullied at school, what do you feel or think?”, “How do you usually react if you see or learn that a student your age is being bullied by another student(s)?”. These questions were related to the emotional responses of the bystanders and actions took by the bystanders, which were also included in the current study.

To summarize, in the current study, one included constructs such as: different behaviors, location of bullying behavior occurred, actions taken by the bullying victim, actions taken by bystanders, and emotional responses of the bystander. These constructs were also covered in the ROBQ. With past studies proving that ROBQ was a valid and reliable survey, it was expected that the section of for bullying victims of the current survey would also have good construct validity.

Third, the section for bystanders’ experiences with bullying behaviors (teachers who witnessed students bullying teachers) was formatted and developed very similar as the section for teachers being bullied by students. This was to ensure the coverage of constructs regarding students’ bullying behaviors against teachers. Even though ROBQ did not target the population of

teachers who have witnessed students' bullying behavior against teachers, the constructs included details of bullying behaviors, which should be covered in the section of questions targeting bystanders. These questions would be useful for collecting important information regarding bullying behaviors, from the perspective of bullying bystanders. Thus, the section of bystanders' report on students' bullying behavior against teachers was expected to have good construct validity as well. All the evidence stated above indicated that current survey was expected to have good validity.

Reliability.

Item clarity and content. The survey provided clear instruction regarding what participants were expected to do in each question. In addition, the survey provided clear definition of bullying behavior and students' bullying behaviors against teachers. Also, the researcher gave clear definition regarding how a bystander was defined at the beginning of the bystander section. This was to make sure that participants would understand the term.

To make sure that random error did not occur, this part of the study focused on the clarity and understandability of the survey. This part of the reliability was ensured by recruiting both Native English speaker, and Native Chinese (Mandarin) speaker as survey reviewers. Also, in the pilot study, the reviewers were asked questions regarding the understandability and clarity of each item in the survey. Each item in the survey only included one aspect of the content or construct. By

having talk-aloud interviews with the teacher reviewers, the researcher made sure each question was understandable to teachers, in English and Chinese. By having meetings with peer reviewers and expert reviewers, the researcher made sure the clarity of the survey, and the appropriateness of the survey design. Also, the researcher made revisions, considering reviewers' feedback and the research questions. In the final version of the survey, all the survey items and introduction were organized, with a format which would be clear and easy for the participants to read. For the introduction part, one highlighted the definition of bullying, because this part was the most important part of the introduction. Because one wanted the participants to focus on reading this part and learn about the term of bullying. All these stated above were to ensure the clarity and understandability of the survey to minimize the possible error.

Survey completion and translation. Both English and Chinese version of the survey were created for this study. The survey was originally written in English, and then translated to Chinese. To make sure the content of both versions was identical, the surveys were presented in similar formats. For example, the formats for the title, picture, direction, survey themes, and questions, were edited similarly, in the same style.

The researcher is a Native Chinese (Mandarin) speaker, and English is one's second language. One has asked the English editor, an American Junior in KU, who was a Native speaker of English, to make sure the wording of the sentences was clear and would make sense. The researcher

reviewed the changes that made by the English editor, and discussed the certain disagreements or questions with the English editor. By taking the advice of the English editor, the research decided the certain changes made to the English survey. The process of the English version of the survey creation and revision process was supervised and advised by the research advisor.

One Chinese translator was recruited in this study, who had long term (30 years) experience with using both Chinese and English in the workplace, also had a Bachelor's degree in English. The researcher went through all the questions with the translator, with regards to what each question is intended to measure. The translator translated all the items of the survey. The translator considered the meaning of Chinese wording and English wording for every sentence translated, with careful consideration with the word selection, to make sure each sentence could be translated accurately under the context. Then the researcher went through all the translated questions with the translator. The researcher made changes with the Chinese version of the survey, with the discussion with the translator, to make sure the clarity of the survey. Then the survey was given to a Chinese editor, who was a Native Chinese speaker. The editor made certain changes, and the researcher reviewed the changes. The Chinese editor and the research then discussed certain questions and disagreements with the Chinese version of the survey. Later, the researcher, the Chinese translator and the Chinese editor had a meeting, going through all the questions in the survey, talking about what each question was intended to measure, and further discussed about

possible questions and disagreements on translation of the survey. By taking the advice of the Chinese editor and the Chinese translator, the researcher decided on the final version of the Chinese survey. This was to ensure that the Chinese version of the survey would be translated accurately from English. The final version of the Chinese survey was reviewed again by the Chinese editor to ensure the clarity of the survey.

Internal reliability. The internal reliability of this survey was from moderate to high (US bullying victims .74, US bullying bystanders: .93, CN bullying victims: .89, CN bullying bystanders: .81).

Inter rater reliability. The inter rater reliability of the qualitative part of this study was good. The inter-rater reliability of Chinese focus group was .88. The mean of inter-rater reliability of interviews with American teachers was .87 (individual interview inter-rater reliability for the 4 interviews were: .85, .88, .87, .88).

Chapter 4: Results

Survey Results

Personal experiences with students bullying teachers. There was no statistical significant difference found between the number of American teachers and the number of Chinese teachers, who were bullied by students (Table 2.1.3). Overall, American teachers reported experiencing physical bullying statistically significantly more than that for Chinese teachers (11 American teachers - 55.00% VS 12 Chinese teachers – 21.43%, $p < .01$, Table 2.2.1). Specifically, American teachers reported experiencing the following physical bullying behaviors statistically significantly more than those for Chinese teachers (Table 2.2.1): physical threatening ($p < .05$), property being damaged ($p < .05$).

The majority of American teachers and the majority of Chinese teachers experienced verbal bullying (17 American teachers – 85.00%, 43 Chinese teachers – 77.19%, Table 2.2.5). American teachers mainly reported experiencing cruel criticism (10 teachers, 50%), calling names (9 teachers, 45.00%), and belittling (9 teachers, 45.00%). Chinese teachers mainly reported experiencing belittling (23 teachers, 40.35%). In addition, American teachers reported experiencing the following verbal bullying behaviors statistically significantly more than those for Chinese teachers (Table 2.2.5): calling names ($p < .05$), verbal threatening ($p < .01$), cruel criticism ($p < .01$), cursing ($p < .05$).

Four American teachers (20.00%) and 12 Chinese teachers (23%) experienced cyberbullying (Table 2.2.8). Four American teachers only reported experiencing cyberbullying on internet websites. Most Chinese teachers (7 teachers, 12.96%) reported experiencing cyberbullying through online instant messaging. Other Chinese teachers also experienced bullying behavior through text messages/pictures/video, phone calls, and websites.

Relational bullying was another type of bullying which a lot of American and Chinese teachers experienced (17 American teachers – 85.00%, 53 Chinese teachers – 91.98%, Table 2.2.11). American teachers mainly experienced ignoring instruction (17 teachers, 85.00%), and arguing rudely (16 teachers, 80.00%). Other American teachers also experienced spreading rumors, gossiping, and other. Chinese teachers mainly reported experiencing ignoring instruction (46 teachers, 80.70%). American teachers reported experiencing arguing rudely statistically significantly more than that for Chinese teachers ($p < .01$, Table 2.2.11).

Chinese teachers reported experiencing sexual bullying statistically significantly more than that for American teachers (2 American teachers - 10.00% VS 23 Chinese teachers – 42.59%, $p < .01$, Table 2.2.14). American teachers reported students' sexual bullying through inappropriate touching, giving/sharing sexual jokes, and leering. Thirteen Chinese teachers (24.07%) reported experiencing leering. Chinese teachers also reported students' sexual bullying through inappropriate touching, giving/sharing sexual jokes, and leering.

Eleven American teachers (55.00%) and 21 Chinese teachers (39.62%) experienced discriminatory bullying (Table 2.2.16). Both American teachers and Chinese teachers reported being bullied by students because of their race or skin color, sex, culture differences or customs, language or accent, age, and appearance. Some American teachers were also bullied by students against their gender and religious beliefs. American teachers were bullied against the following characteristics statistically significantly more than those for Chinese teachers (Table 2.2.16): race or skin color ($p<.05$), sex ($p<.05$).

For American teachers, the main sources of students' bullying behaviors were (Table 2.2.18): verbal bullying (17 teachers, 85.00%), relational bullying (17 teachers, 85.00%), physical bullying (11 teachers, 55.00%), and discriminatory bullying (11 teachers, 55.00%). For Chinese teachers, the main sources of students' bullying behaviors were: relational bullying (53 teachers, 92.98%), Verbal bullying (43 teachers, 77.19%). Comparing American teachers and Chinese teachers, statistically significantly more American teachers experienced physical bullying than that for Chinese teachers ($p<.01$, Table 2.2.18). Statistically significantly more Chinese teachers experienced sexual bullying than that for American teachers ($p<.01$, Table 2.2.18).

Boys and girls were both identified as bullied for both American and Chinese teachers (Table 2.2.22). Sixteen American teachers (80.00%) and 31 Chinese teachers (81.58%) were bullied by boys. Thirteen American teachers (65.00%) and 19 Chinese teachers (50.00%) were

bullied by girls. For Chinese teachers, they experienced bullying behaviors from boys statistically significantly more than that from girls ($p < .05$, Table 2.2.22). This effect did not show up in the American sample, which might be due to a smaller sample size of the American participants.

For both American and Chinese teachers, classroom was the main area where they were bullied by students (Table 2.2.26). But American teachers experienced statistically significantly more students' bullying behaviors in the classroom than that for Chinese teachers ($p < .05$, Table 2.2.26). Both American and Chinese teachers reported being bullied by students in the classroom, hallway/stairwells, office, school cafeteria, school playground, school gym, on the internet. American teachers also reported being bullied in the school bathroom and school gym. Chinese teachers also reported being bullied on school bus, way to or from school, on the phone.

After teachers were bullied by students, most teachers tried to resolve the situation (Table 2.2.28). For American teachers, they main responses they had were: tried communicating with the student (17 teachers, 85.00%), reminded the student with classroom/school rules (13 teachers, 65.00%), reported the incident to school administrator (13 teachers, 65.00%), tried to ignore students' bullying behavior (12 teachers, 60.00%). It is possible that teachers used ignorance as the initial response for students' bullying behaviors, however ignorance did not stop students' bullying behavior. This might be the reason that teachers had to further take actions to deal with bullying behavior. For Chinese teachers, the main responses after they were bullied by students

were: reminded students of classroom/school rules (36 teachers, 67.92%), tried to communicate with students (26 teachers, 49.06%). Comparing American and Chinese teachers, statistically significantly more American teachers used the following ways to resolve the situation (Table 2.2.28): tried to come up with strategies to intervene students' bullying behavior ($p < .001$), tried to communicate with the student bully ($p < .01$), tried to ignore the student's bullying behavior ($p < .05$), reported to the school administrator ($p < .001$). In addition, there were some teachers in both American and Chinese group indicated that they wanted to take action against students' bullying behavior but did not know what to do (3 American teachers – 15.00%, 4 Chinese teachers – 7.55%).

Regarding being bullied by students, American teachers and Chinese teachers reported their emotional responses (Table 2.2.30). The majority of American teachers reported the following emotional responses as a result of students' bullying behaviors: feeling angry (14 teachers – 70.00%), feeling powerless (10 teachers – 50.00%), feeling concerned that parents would consider teachers cannot control the classroom (10 teachers, 50.00%). The majority of Chinese teachers reported the following emotional responses as a result of students' bullying behaviors: feeling angry (35 teachers – 79.55%), feeling ashamed as teachers (24 teachers – 57.14%), feeling worried students would disrespect them (27 teachers, 62.79%). Chinese teachers

seemed to care more about being respected and their dignity as teachers. This might be due to the cultural influence in Chinese society.

After teachers were bullied by students, some support agencies tried to take actions and help the teachers who were bullied (Table 2.2.32). The majority of American teachers reported that they received help from others through the following ways: being recommended reminding students with classroom/school rules (10 teachers, 52.63%), being recommended talking to student bully (10 teachers, 52.63%). The most common recommendation Chinese received was reminding students of classroom/school rules (17 teachers – 32.08%). Comparing American and Chinese teachers, American teachers received statistically significant more help from support agencies through the following forms (Table 2.2.32): being recommended talking to student bully ($p<.01$), being recommended reporting the incident to school administrator ($p<.01$). It seems like that American teachers and Chinese teachers thought differently regarding involving school administrators in dealing with students' bullying behaviors. In addition, some teachers reported that they did not receive any help from others, stating other people did not take any action after those teachers were bullied by students (7 American teachers – 36.84%, 11 Chinese teachers – 20.75%). Also, there were some teachers reported that they were advised not to take any action towards students' bullying behaviors (1 American teacher – 5.26%, 3 Chinese teachers – 5.66%).

This could be a problem in preventing and intervening with students' bullying behaviors, because teachers need professional and emotional support to resolve bullying behaviors.

For American group, there was not an effective support agency identified (Table 2.2.34). A lot of American teachers reported all different support agencies either did not provide help, or teachers held a neutral position regarding these support agencies' support. Even though some Chinese teachers indicated that other teachers in the same school (19 teachers – 41.35%), spouse (18 teachers – 41.96%) were effective in helping teachers in dealing with students' bullying, Chinese sample did not reach a consensus regarding which support agency was effective in handling bullying, as a group.

Bystander experienced with bullying. There was no statistical significant difference regarding the number of American teachers and the number of Chinese teachers who witnessed students bullying teachers (Table 2.1.2, Table 2.1.3). The majority of American and Chinese teachers reported that they did not witness students' bullying teachers through physical behaviors (7 American teachers – 70.00%, 20 Chinese teachers – 68.97%, Table 2.3.1). Statistically significantly more American teachers reported witnessing students damaging another teachers' property ($p < .05$, Table 2.3.1).

Students' verbal bullying behavior against teacher was one of main bullying behaviors which both American and Chinese teachers witnessed (Table 2.3.4). Overall, 9 American teachers

(90.00%) and 23 Chinese teachers (79.31%) have witnessed students verbally bullying other teachers. The main types of verbal bullying behaviors American teachers witnessed were: teasing (6 teachers – 60.00%) and cruel criticism (5 teachers – 50.00%). Fourteen Chinese teachers (48.28%) reported witnessing students calling other teachers names, which was the highest among all verbal bullying behaviors. Comparing American and Chinese teachers, American teachers reported witnessing students using cruel criticism against other teachers statistically significantly more than that for Chinese teachers ($p < .01$, Table 2.3.4).

Students' cyberbullying behaviors against teachers was not the main bullying behavior American teacher or Chinese teachers witnessed (Table 2.3.7). Two American teachers (20.00%) and 9 Chinese teachers (32.14%) witnessed students cyberbullying another teacher.

All American and the majority of Chinese teachers witnessed students bullying other teachers through relational bullying behavior (10 American teacher – 100.00%, 26 Chinese teachers – 92.86%, Table 2.3.9). The main types of relational bullying behavior American teachers witnessed were: arguing with the teacher rudely (10 teachers – 100.00%), ignoring teacher's instruction (9 teachers – 90.00%), gossiping about the teacher (5 teachers – 50.00%). The main type of relational bullying behavior Chinese teachers witnessed was: ignoring teacher's instruction (16 teachers – 57.14%). Comparing American and Chinese teachers, American teachers witnessed

statistically significantly more cases of students arguing with the teacher rudely than that for Chinese teachers ($p<.01$, Table 2.3.9).

Few American teachers and Chinese teachers witnessed students' sexual bullying behaviors against teachers (1 American teacher – 10.00%, 5 Chinese teachers – 17.86%, Table 2.3.11). Giving that sexual bullying is a very sensitive topic, even though there were fewer cases reported by teachers, educators should address this problem in schools.

The majority of American teachers and Chinese teachers witnessed students discriminatory bullying behavior against other teachers (7 American teachers – 70.00%, 16 Chinese teachers – 57.14%, Table 2.3.13). Students' bullying behavior against teachers' sex was the main discriminatory bullying behavior American teachers witnessed (6 teachers – 60.00%). Thirteen Chinese teachers (46.63%) witnessed students bullying other teachers against their language or accent, which was the highest among all discriminatory bullying behaviors teachers witnessed. American teachers witnessed the following students' discriminatory bullying behaviors statistically significantly more than those for Chinese teachers (Table 2.3.13): bullying against sex ($p<.001$), bullying against cultural differences or customs ($p<.05$), bullying against age ($p<.01$).

The main types of students' bullying behaviors against teachers witnessed by American teachers were (Table 2.3.15): relational bullying (10 teachers – 100.00%), verbal bullying (9 teachers – 90.00%), discriminatory bullying (7 teachers – 70.00%). The main types of students'

bullying behaviors against teachers witnessed by Chinese teachers were: relational bullying (26 teachers – 92.86%), verbal bullying (23 teachers – 79.31%), discriminatory bullying (16 teachers – 57.14%).

The majority of American teachers witnessed students' bullying teachers from both boys and girls (Boys: 8 teachers – 80.00%, Girls: 6 teachers – 60.00%, Table 2.3.17). The majority of Chinese teachers witnessed students' bullying teachers from boys (18 teachers – 90.00%). Chinese teachers reported witnessing students' bullying teachers statistically significantly more cases from boys than girls ($p < .01$, Table 2.3.17). No gender difference was found in American sample, which might be due to a smaller sample size of the American sample.

Most American teachers reported witnessing teachers being bullied by students in the classroom (9 teachers, 90.00%, Table 2.3.21). Chinese teachers witnessed students bullying teachers in the classroom the most times (9 teachers, 42.86%). Comparing American and Chinese group, statistically significantly more American teachers reported witnessing students bullying teachers than those for Chinese teachers in the following locations (Table 2.3.21): classroom ($p < .05$), school cafeteria ($p < .05$).

After witnessing students bullying teachers, most American teachers took the following actions (Table 2.3.23): recommending the teacher to talk to the student bully's parents (5 teachers, 50.00%), recommending the teacher to report the incident to the school administrators (5 teachers,

50.00%). After witnessing students bullying teachers, a lot of Chinese teachers recommended the teacher to remind the student bully about classroom/school rules (12 teachers, 48.00%). Comparing American and Chinese group, statistically significantly more American bullying witnesses recommended reporting the bullying incident to school administrator than that for Chinese bullying witnesses ($p < .05$, Table 2.3.23).

Regarding the bullying incident teachers witnessed, both the majority of American and the majority of Chinese group had the following emotional responses (Table 2.3.24): sympathetic about the teacher's experiences of being bullied (8 American teachers – 80.00%, 21 Chinese teachers – 77.78%), thinking that school administrator should help this bullied teacher (9 American teachers – 90.00%, 21 Chinese teachers - 83.34%)⁴, thinking school should have a bullying policy (7 American teachers -70.00%, 23 Chinese teachers – 88.46%). In addition, the majority of American also reported the following emotional responses (Table 2.3.24): feeling shocked (5 teachers, 50.00%), feeling students bullying teachers based on teachers' sex (5 teachers, 50.00%). Five American teachers (50.00%) reported being worried that the same bullying incident would happen to them, but the rest (5 teachers, 50.00%) reported not concerned. Moreover, the majority

⁴ The number of teachers who answered these emotional responses items were not the same. Due to that reason, the percentages of the same amount of teacher were different with regards to different items.

of Chinese teachers also reported being worried that the same bullying incident would happen to them (14 teachers, 51.74%).

The majority of American bullying bystanders indicated that other people have taken the following actions to help the teachers who were bullied (Table 2.3.26): recommending reporting the incident to school administrators (7 teachers, 70.00%), trying to help coming up with strategies preventing students' bullying behavior against teachers (5 teachers, 50.00%), recommending communicating with the student bully (5 teachers, 50.00%). In a lot of Chinese cases, Chinese bullying bystanders reported other people tried to help the bullied teacher make plan to intervene with the bullying behavior (10 teachers, 38.46%). Comparing American and Chinese groups, the American bullying bystander reported statistically significantly more cases where other people recommending the bullied teacher to report the bullying incident to school administrators than that for Chinese bullying bystanders ($p < .05$, Table 2.3.26).

With regards to the bullying incidents teachers witnessed, American teachers reported the following support agencies provided effective help to the bullied teacher (Table 2.3.27): administrators (6 teachers, 60.00%), other teachers in the same school (6 teachers, 60.00%). With regards to the bullying incidents teachers witnessed, Chinese teachers reported the following support agencies provided effective help to the bullied teacher: other teachers in the same school (18 teachers, 69.23%), school counselor (11 teachers, 52.17%).

Teachers' perspective on students' bullying. Both American and Chinese teachers agreed that students model their parents' disrespectful behaviors (24 American teachers – 80.00%, 56 Chinese teachers – 82.35%, Table 2.4.1). This showed that both American and Chinese teachers agreed parents have huge impact on students' behaviors, especially negative impact on students' disrespectful behaviors. In addition, the majority of American teacher disagreed the following statements as reasoning for students' bullying behaviors (Table 2.4.1): students are just being kids (16 teachers, 57.15%), the bullied teacher is not strict enough (13 teachers, 50.00%), the bullied teacher is weak (23 teachers, 76.67%). On the other hand, the majority of Chinese teacher agreed the following statements as reasoning for students' bullying behaviors (Table 2.4.1): teacher is lacking in abilities and skills to deal with students' bullying behavior (33 teachers, 50.00%), school has no bullying policy (50 teachers, 75.75%), administrators ignore bullying (41 teachers, 61.2%), administrators expect teachers to handle bullying on their own (40 teachers, 61.53%).

Both American and Chinese teachers agreed that the following strategies should be done to prevent and intervene with students' bullying behaviors against teachers (Table 2.4.3): informing students that bullying will not be tolerated (24 American teachers – 80.00%, 49 Chinese teachers – 62.03%), having bullying policy in school (23 American teachers – 76.67%, 55 Chinese teachers – 69.62%), implementing bullying policy properly in school (25 American teachers – 83.33% VS 49 Chinese teachers – 62.03%, $p < .05$), parents should learn about how to collaborate

with school regarding students' bullying behaviors (21 American teachers – 70.00%, 52 Chinese teachers – 65.82%). Most American teachers (18 teachers, 60.00%) also agreed that having more training about how to prevent and intervene with bullying should be done to intervene and prevent bullying.

School safety. Most American teacher were not concerned about school safety after experiencing or witnessing students' bullying behaviors (15 teachers, 50.00%, Table 2.5.1). A lot of Chinese showed concern about school safety as a result of experiencing or witnessing students' bullying behaviors (34 teachers, 43.91%). Most American teachers (15 teachers, 51.73%) showed confidence in their schools, regarding having positive bullying prevention and intervention in the future, but Chinese teachers did not show such confidence (Table 2.5.3).

School policy. Most American teachers reported that their schools have bullying policy (23 teachers, 76.67%, Table 2.6.1). On the contrary, most Chinese teachers reported that their schools do not have bullying policy (43 teachers, 54.43%). As reported by American and Chinese teachers, few schools have bullying policy regarding teachers being bullied by students (4 American teachers - 14.29%, 10 Chinese teachers – 29.41%, Table 2.6.2). Also, few American and Chinese schools' bullying policy regarding teachers being bullied by students include bullying prevention and intervention plan (3 American teachers – 18.75%, 9 Chinese teachers – 31.03%, Table 2.6.3). Most American teacher (9 teachers, 56.25%) and a lot of Chinese teachers (13

teachers, 46.43%) did not know how often schools refer to their bullying policy against teachers being bullied by students when bullying behavior occurs (Table 2.6.3).

Summary of survey result. Overall, American and Chinese teachers have experienced a concerning amount of students' bullying behaviors. Both American and Chinese teachers indicated that parents had huge impact on students' behavior. In addition, American and Chinese teachers had different perspectives regarding asking administrator for help in handling students' bullying. American teachers tended to report the bullying incident to administrators, but Chinese teachers tended to handle the bullying behavior alone. In the cases reported by bullying victims, the results did not show a clear and very effective support agency from American and Chinese teachers. But from the cases reported by bystanders, American teachers indicated that administrators and other teachers in the same school were effective in handling students' bullying. Chinese bystanders indicated that other teachers in the school and school counselor were effective in dealing with bullying. This made it important to look a little deeper into different support agencies' effects on bullying behaviors against teachers.

Qualitative Study Results

By thinking about the cultural differences between American and Chinese teachers, and survey results, the focus group meeting and interview focused on answering 3 questions: (1) what students' bullying behaviors teachers experienced, (2) how different support agencies played in

the situation where teachers were bullied by students, (3) what the cultural effects influenced students bullying against teachers.

Defining bullying (Table 2.8.1). Both American and Chinese teachers acknowledged the negative effects of bullying, for example, leading to discomfort. Three American teachers agreed that bullying can only happen once, considering the severity of the behavior. Two American teachers also mentioned the power differential characteristic of bullying. One American teacher empathized that bullying behavior is not a normal behavior, stating “That difficult student was not normal, that was the abnormal. There are many many happy children, children that parents told them respect”, in describing the students’ bullying behaviors she experienced. All Chinese teachers mentioned bullying can lead to discomfort. One Chinese teacher stated that a bullying behavior might be “unforgettable” for the victim.

Both American and Chinese teachers have pointed out the difficulty for teachers to identify a bully or bullying behavior. Two American teachers pointed out that bullying is difficult to identify in places where teachers were not present. One American teacher questioned if a bullying behavior carried out by a student with mental health problem can be defined as bullying. Although 1 American teacher mentioned by looking at a person’s facial expressions, bullying could be identified. Another American also mentioned bullying in the classroom would be easy to identify.

In addition, Chinese teachers pointed out the subjectivity of bullying behavior to the victims and the difficulty of determining the intention of a students' behavior. With regards to the subjectivity, 1 Chinese teachers stated "... For some teachers who are more sensitive, only having experienced this kind of behavior (bullying behavior) once, it would be unforgettable (for him/her). There are some teachers who are more open-minded, maybe they won't even think that (the behavior) as a problem." With regards to difficulty in determining the intention of students' behaviors, 2 Chinese teachers mentioned that it is difficult to tell if students were intentionally hurting them. They further stated that students' age might affect their self-awareness regarding bullying behavior, as they were not able to understand their behavior can be called as bullying. Another point 1 Chinese teacher mentioned was that bullying behavior might start as a joke, which was not meant to hurt the teacher. This teacher talked about how student's "joke" got out of control, and as a result, made her feel uncomfortable.

It was clear that both groups of teachers understood the negative consequences of bullying. But teachers showed concern regarding how to define a behavior as bullying, questioning the repetition, and intentional characteristics of bullying behavior.

Bullying behavior experienced by teachers (Table 2.8.2). Both American and Chinese groups reported having experienced or witnessed bullying from students and students' parents.

One Chinese teacher reported being bullied by administrator. Two American teachers also reported being bullied by other teachers in the school.

Students bullying teachers. One American teacher reported experiencing physical bullying: pushing, hitting, being thrown object at. But the student who showed these behaviors was studying in a Special Education school. In addition, both American and Chinese teachers reported being bullied through verbal bullying by students. Two American teachers reported being cursed by students. One American teacher reported experiencing students' cruel criticism. Also, one Chinese teacher experienced calling names by students. Two Chinese teachers were called by students using weird noises. One Chinese teacher was threatened by a student, where the student stated, "I will kill you after I graduate". Moreover, both American and Chinese group reported experiencing or witnessing students' relational bullying. One American teacher reported students arguing with her rudely, and ignoring her. One other American teacher reported a student showed very disruptive behaviors in the classroom, stating "I have one (student) who would disrupt the class all the time". Also, one Chinese teacher reported witnessing a student arguing with another teacher rudely. Two Chinese teachers mentioned that students used their good teacher-student relationship against them to conduct bullying behavior. These two teachers both reported they showed good intention of being friendly to and close to students, but students took that positive gesture as a green light of joking and being disruptive. One Chinese teacher stated "Sometimes,

we want to be friends with students. But students think you are lowering your status, rather than wanting to be friendly with them, or showing too much stateliness...They would think they can joke with you, and you will never get angry.” It was clear that teachers need to improve in their classroom management skills and understanding how to create a positive teacher-student relationship. Last, one Chinese teacher experienced sexual bullying, where a student discussed about the teacher’s chest with other students in the cafeteria.

Parent bullying teachers. Both American and Chinese teachers reported having experienced or witnessed verbal bullying from parents. Two American teachers reported experiencing complaining from parents. One American teacher was threatened by a parent, where the parent stated “... We are gonna report it to the principal”, “... We are gonna get you fired”. One Chinese teacher reported witnessing a parent saying mean things to a teacher. In addition, both American and Chinese teachers reported having experienced or witnessed relational bullying from parents. One American teacher was questioned by a parent for the teacher’s professional judgment, denying the fact that the student needed extra help in reading. One Chinese teacher reported her teaching was questioned by parents, because the teacher was younger. Another Chinese teacher reported witnessing a similar situation, where a parent questioned the teacher because of the teacher’s age. One Chinese teacher reported witnessing a parent damaging another teacher’s reputation in front of other parents.

Others. One Chinese teacher reported being bullied by administrator through relational bullying, because she was younger. She was pressured and ordered to do a lot of tasks by the administrators. Two American teachers reported experiencing relational bullying from other teachers. One American teacher reported being ignored and isolated by another teacher. Another American teacher reported her colleague was very “controlling” and made everyone in the team follow her decision, rather than having group collaboration.

People’s influences on bullying (Table 2.8.3).

Teachers who were bullied. Both American and Chinese teachers reported handling bullying behaviors using their own ways. One American teacher reported not wanting to let the situation escalate, and trying to use classroom management skills to resolve the bullying situation. One Chinese teacher mentioned avoiding the bullying problem, stating “I was like an ostrich, covering (the incident) with everything”. She also reported trying to learn about child psychology after being bullied, stating “...It (the incident) forced me to buy some books about child psychology and educational psychology”.

Students. Both American and Chinese teachers discussed about students’ effects on bullying. One American teacher mentioned students’ age might affect their bullying behaviors, as they might not understand what positive and negative behaviors are. In addition, Two Chinese

teachers stated students affect each other, which students would learn bullying behavior from their peers, emphasizing the environmental influence.

Students' family. Both American and Chinese teachers mentioned the influence of students' parents on students bullying teachers. One American teacher mentioned that the father of the student bully, disliked the student, but liked the student's younger brother. This student's father was living away from the student. The teacher indicated "...He (the student) would go over and stay with his father on a weekend, summer time, with the other son. It (the behavior) was worse, when he came back." This student bullied his siblings and mother. The teacher mentioned that the student's mother was "fearful of him". One other American teacher mentioned in the case where she was bullied by both the students' parent and the student, the parent and student had similar bullying behavior, including verbal bullying and relational bullying. In addition, Two Chinese teachers pointed out that some students imitated their parents' bullying behaviors or disrespectful behaviors towards teachers. One Chinese teacher reported witnessing a parent supporting the student's bullying behavior and giving excuses for student's bullying behavior. The teacher also witnessed a conversation between another teacher and a student's grandparent, where the grandparent made excuses for student's disrespectful behaviors. The teacher reported the grandparent reasoned that student's bullying behaviors as "...Our child was definitely hurt", "...Our child was definitely upset".

Administrator. Two American teachers reported having administrators who were very helpful and who were not present in resolving students' bullying behaviors. Another American teacher reported that her administrator was not able to provide efficient help in dealing with bullying. One Chinese teacher mentioned, in the case where she witnessed student bullying teacher, the administrator tried to control the situation and avoided escalation. Another Chinese teacher reported witnessing her school administrator was helpful and supportive of another teacher's experiences with students bullying. This teacher further stated that administrator could be a good mediator for teacher-parent conflict.

Others. One American teacher stated that the school counselor's help was not efficient in resolving the student's bullying behavior she experienced. Another American teacher reported that the social worker and school psychologist were helpful, stating "...They always have good solutions". In addition, one Chinese teacher reported that another teacher tried to comfort her after she was bullied by student. Another Chinese teacher reported witnessing other teachers helping the teacher who was bullied by student. Also, one Chinese teacher reported that her parents were not helpful in dealing with student's bullying behavior against her. The teacher stated that her parents used this case to "educate" her. This teachers' parents advised "Do not push students too much". This might be a good advice for the future, but there should be more efficient support to help teachers deal with students' bullying.

Dealing with bullying (Table 2.8.4).

Others should be involved. Both American and Chinese teachers discussed about others should be involved in handling students' bullying behavior. Two American teachers indicated that more experts should be involved in helping teachers with bullying. Three American teachers stated principal should be involved in handling bullying. One American teacher stated a mediator should be in place to deal with conflicts. One other American teacher pointed out the positive effect of a mediator between parent and teacher, indicating the need of having a mediator to work between parents and teachers. In addition, one Chinese teacher talked about more health care professionals should be made available for teachers in cases of bullying. One other Chinese teacher acknowledged the positive effect of administrators as mediators for conflicts between teacher and parents.

Having good strategies and system. Both American and Chinese teachers mentioned about good strategies and system should be used to deal with students bullying teachers. One American teacher mentioned that her school followed the strategies created by Area Education Association (AEA), but the process of those strategies was "very slow". Another American teacher indicated there should be clear strategy to deal with students' bullying behaviors. Two Chinese teachers stated there should be more systematic ways in dealing with bullying in schools.

Things teachers could improve. Three American teachers talked about areas where teachers could improve to prevent and intervene with bullying. One American teacher indicated that teachers should be more “out-spoken” regarding the bullying behaviors they experienced. For her experience with bullying behavior from another teacher, she said “The whole team allowed this gal to have the bullying behavior towards us, because none of us would look at her and say, ‘that’s very unkind’. We never addressed the elephant in the room. We let it go.” One American teacher indicated that teachers should develop good relationship with students, to make themselves available for students to provide enough support. Two American teachers indicated that teachers should ask others for help after experiencing bullying.

Others. One American teacher indicated that there should be training regarding how to deal with bullying. Two American teachers stated that there should be peer support among teachers with regards to bullying. One American teacher indicated that teachers should communicate about students’ performance in different classrooms, and see if there is consistency in students’ behaviors. She said “...It’s also helpful to hear whether or not the student is having difficulty in another teacher’s class. Because it feels very personal, if you don’t know this is going on with another teacher. You think you were the only one that is having the problem. Sometimes, it’s good to know if other people are experiencing something similar.” One American teacher pointed out that there should be less responsibilities for teachers, so teachers would be able to focus on

managing students' behaviors. In addition, one Chinese teacher indicated that more training should be provided for teachers, to learn about bullying and students' characteristics. One Chinese teacher stated that a more efficient parent supervision system should be created to encourage parental support for teachers, and to deal with students' bullying.

Cultural influences (Table 2.8.5). All American teachers and Chinese teachers indicated the lack of respect for teachers in current teaching environment. In addition, regarding the freedom of speech embedded in American culture, one American teacher stated that it encourages bullying behavior towards authority figures. Another American teacher indicated "I think it (the freedom of speech) does encourage them to speak up and be advocates of themselves". This could lead to bullying behavior, or could help individuals step up and defend themselves. This meant teachers should work on how to use this cultural effect to encourage students to defend themselves and others rather than showing negative behaviors. This teacher further pointed out that the school environment could affect students' behaviors. She said that under a positive school environment which showed high respect to teachers, students would also show respect for teachers. Another American teacher indicated that others do not know how to deal with bullying in school. It is possible that students' bullying behavior has not been culturally recognized in US. This means nation-wide training should be provided for teachers.

Two Chinese teachers stated that social media portrayed teachers negatively. They also agreed that teacher's profession and professional specialties have not been accepted by the society. One of these 2 teachers stated: "A lot of people question 'what can students learn in elementary or middle school'... .. It (elementary/middle school level) does not teach high level of knowledge... Parents are highly educated, so they would think 'I can also teach what you teach'". One Chinese teacher indicated that others did not know how to help after she told them about her experience of being bullied by students. This meant, more information and training should be provided for educators.

Chapter 5: Discussion

Discussion

The current study took an attempt to investigate the issue regarding teachers being bullied by students, comparing American and Chinese teachers. No statistical significant difference was found regarding the number of teachers being bullied by students, and the number of teachers witnessing students bullying teachers, comparing America and China. This showed that even though these two cultural contexts are different, these two societies have shown the same issue where teachers were bullied by students. This finding confirmed the results in previous studies, which showed American and Chinese teachers were bullied by students (Gerberich et al., 2011, McMahon et al., 2014, Tiesman et al., 2013 & Dong, 2010).

Overall, both American teachers and Chinese teachers have experienced or witnessed students' bullying against teachers, including all types of bullying behaviors. Both American and Chinese teachers were bullied by students mainly through verbal bullying and relational bullying. American teachers also mainly experienced physical bullying, and witnessed discriminatory bullying. Chinese teachers also mainly witnessed discriminatory bullying. These findings were partially consistent with past study, with regards to the majority American teachers experienced verbal bullying and physical bullying (McMahon et al., 2014). Also, this finding was partially aligning with previous study indicating Chinese teachers tended to experience verbal bullying

more (Dong, 2010). Both the majority of American and Chinese teachers have witnessed the following students' bullying behavior against other teachers: relational bullying, verbal bullying, discriminatory bullying.

Among the types of students' bullying behaviors experienced by teachers, American teachers experienced statistically significantly more physical bullying than Chinese teachers. In addition, it is important to mention that Chinese teachers experienced students' sexual bullying behaviors statistically significantly more than that for American teachers. As past studies tended not to study the topic regarding students' sexual bullying against teachers. For example, Dong (2010) omitted sexual bullying in his survey for teachers because of the "sensitivity of the topic, and current situation in the school". Not only the current study found that Chinese teachers have experienced sexual bullying, but also there were significantly more teachers who experienced sexual bullying from students than that for American teachers. It is very important to address sexual bullying among teachers and in schools. For example, having sex education could be a good way to address students' questions in a formal and open way. But of course, this needs the support from schools and parents. Future studies should have open dialogue regarding students bullying teachers through sexual bullying, to help protecting teachers.

Since these were limited studies conducted systematically on students' bullying behaviors against teachers, it would be useful for future studies to focus more on different types of students'

bullying on teachers. More specifically, some past studies mainly focused on physical bullying, verbal bullying (Gerberich et al., 2011, McMahon et al., 2014, Tiesman et al., 2013), and some studies also focused on relational bullying aside from these two types of bullying (Pervin and Turner, 1998, Dong, 2010, Kõiv, 2015). Other types of bullying should also be studied in the future.

American and Chinese teachers reported that students' bullying behaviors mainly happened in the classroom. This result was consistent with the finding in Tiesman (2013). This finding was concerning, because other teachers or administrators might not be aware that teachers were bullied by their students. Thus, other people would not be able to provide help to deal with students' bullying. This means, to help teachers handle bullying, teachers should first reach out to others and ask for help. Teachers should also report students' bullying behaviors against them to administrators. If teachers were not able to control the bullying situation in the classroom, other students might try to imitate the aggressive behaviors, because students would not understand that bullying is not acceptable. Students might even envy or feel happy about other students bullied teacher (Dong, 2010), or try to support other students' bullying behavior (Rodkin, 2003).

There was no statistical significant gender effect of the student bully among American teachers' personal or witnessed experiences with students bullying. This was consistent with the finding in Pervin and Turner (1998), but different from the results found in James et al. (2008).

This might be due to both the current study and Pervin and Turner (1998) had small sample size in the study (Current study - American sample size: 20, Chinese sample size: 59, Pervin and Turner, 1998 - sample size: 85). However, the majority of American teachers have been bullied by both boys and girls, and the majority of American teachers have witnessed teachers being bullied by both boys and girls. In addition, there was statistical significant gender effect of students who bullied Chinese teachers, which statistical significant more boys were reported to be the bully, in teachers' personal experiences and bystander experiences with bullying. This was consistent with the finding in Dong (2010). It is safe to conclude that any student could conduct bullying behaviors.

The majority of American teachers and the majority of Chinese teachers took actions after being bullied, to resolve the bullying incident. However, there were some teachers in both groups who did not take any action after being bullied, or wanted to take actions, but did not know what to do. It is clear that training should be provided for teachers to provide more strategies regarding how to deal with students bullying teachers. In teachers' personal experiences and witnessed experiences with students bullying teachers, there were more American teachers who reported the bullying incident to school administrator, and were recommended to report the incident to school administrator, than those for Chinese teachers. This showed the different perspectives between American teachers and Chinese teachers regarding involving school administrators in handling bullying. This might be due to the majority of Chinese teachers think the reasons for students

bullying teachers were: school administrators ignore bullying, and school administrators expect teachers to handle bullying on their own. This might also be reasoned as teachers have the expectation that students would show respect to them, under the influence of Chinese culture which teachers are supposed to be well respected (Leu, 2005, Hue, 2007). This means, teachers might not feel comfortable sharing their experience of being bullied by students, because they might think others would not understand how teachers could be bullied, under Chinese culture. This finding stated above indicated that school administrators should receive effective training on bullying to understand the negative consequences of bullying and learn about how to provide support to teachers. Administrators should show support for teachers' experiences of being bullied, and create more positive relationship with teachers, to further establish trust and support system in the schools.

For both American and Chinese teachers who were bullied by students, there was not a very effective support agency clearly identified. Even though American and Chinese bystander teachers reported some school administrators, other teachers, school counselors were effective in helping the bullied teachers. This finding was interesting, because as stated previously, the majority American teachers have reported the bullying incident to administrators, but it seemed like school administrators were not able to provide effective help. This would negatively affect teachers' attitude regarding reporting being bullied by students to administrators, because they

might think administrators would not have good solutions. It was clear that more experts and professionals should be available for teachers and educators to handle bullying. These experts could further train teachers about how to manage students' bullying behaviors and how to take actions after bullying behaviors have taken place. This finding stated above also showed that with proper training, more people could be involved in handling bullying against teachers. In addition, the lack of effective support agency in cases which teachers were bullied by students, could be due to the lack of school policy on students bullying teachers in America and China. More detailed school policy should be created to address the issue which teachers are bullied by students to better resolve these issues.

Both American and Chinese teachers agreed that students' bullying behaviors were deeply influenced by their parents' disrespectful behaviors. This confirmed the implication of ecological system by Bronfenbrenner (1976), in explaining bullying behaviors. This implication showed the immediate environment – microsystem, students' family had contact with, had huge impact on students' behaviors. As Bronfenbrenner (1976) mentioned that individuals are interrelated to the social system they are in, students might imitate their family members behaviors. Also, as culture is transmitted and learned (Cavalli-Sforza, Feldman, Chen & Dornbusch, 1982), a family culture of disrespecting teachers might be learned by students, which further can lead to bullying behaviors against teachers. In addition, as individuals assign meaning to activities (Bruner, 1996), students

might interpret their parents' disrespectful behaviors against teachers as acceptable behaviors, which also could lead to bullying behavior. Moreover, in the interviews on Chinese teachers, some teachers provided examples regarding how parents support students' bullying behaviors, which encouraged bullying behaviors. The effect of ecological system, home culture, and current study result showed that not only teachers face the challenge of managing students' behaviors, they also need to include students' parents in discussing bullying behaviors. It is important to have clear understanding about the expected behaviors of students, as well as of parents. Showing respect should be mutual behavior, in both students-teachers relationship and parent-teacher relationship. Being courteous should be a base of human society.

The interviews and focus group meeting with teachers revealed teachers' concern regarding identifying behaviors, with regards to the following issues: (1) subjectivity of individual's interpretation of the behaviors, (2) determining students' intention of the behavior, (3) if the behavioral problem of an individual with mental health problem should be categorized as bullying. It is understandable that over-categorization of bullying behavior would hurt student-teacher relationship, or even negatively impact the development of a student. But that interview result showed that educators should not forget the context of each student's behavior. This meant, as other behavioral problems, while dealing with students' bullying behaviors, teachers should learn the full story of this individual student, such as family background, academic performance, daily

school performance in different classrooms, what triggered the bullying behavior. In considering the context of a student's behavior, teachers would be able to understand more about the intention of that student's behavior, in order to develop better behavior management plan. This again brought us back to the ecological system theory by Bronfenbrenner (1976), emphasizing the important influence of the immediate surrounding. This showed the urgency for schools to have well-developed training on bullying, and the training should be provided for educators. Also, researchers should consider updating the definition of bullying provided by Olweus (1993) and Smith (1991), to include the influence of micro-system, the context (Arnett, 2015), to help better guide teachers identify bullying. It would be helpful to provide some explanation of the consequences of bullying from a bullying victim's perspective as well. In these ways, teachers would have a better understanding regarding how to distinguish bullying behaviors.

Both American teachers and Chinese teachers indicated the lack of respect for teachers under their cultural backgrounds. Even though this fact might be due to different cultural effects, the same problem under these two cultures uncovered the urgency for more attention on teachers' welfare. It is time to start focusing more on teachers, and providing support for teachers. From the qualitative results, American students or students' parents tried to question teachers, and to complain about the teacher. This might be influenced by individualism imbedded in American culture, where individuals focused more on their own immediate interest (Hofstede, 1984). From

both the survey results and interview results, American teachers reported experiencing a large amount of verbal bullying. This might be affected and encouraged by the freedom of speech in American culture. On the other hand, from the qualitative results, Chinese students have shown bullying behaviors against teachers. This was different from what Chinese culture promotes – students should respect teachers (Hue, 2007). This could be because “Day as a teacher, father for life” was a dated concept. This could also be reasoned that the society did not emphasize showing respect for teachers enough in modern society. Also, the qualitative result showed Chinese students’ parents questioned teachers’ teaching. This might be due to the competitive nature of Chinese education. This might be reasoned, parents were being over-protective or over-defensive to their children as well, under the influence of Only Child policy.

For both American and Chinese societies, individuals should follow the positive aspects of the cultural values. Under American culture, individuals could use individualism to protect themselves, and they could have the right of expressing themselves. But it does not mean they got the privilege to hurt others, by taking advantage of these cultural norms. Under Chinese culture, teachers are expected to be respected. But it seems like this culture has been changed, and the reason for this change is not clear. Showing respect for others is a positive aspect of human interaction. Schools and the society should focus on not only protecting students, but also protecting teachers.

Students' bullying behaviors against teachers is not a new issue. Some American teachers recruited in the interviews indicated that their experiences of being bullied by students could go back to around 20 years ago. This finding aligned with the result reported in Pervin and Turner (1998), indicating students bullying teachers around the same time period. This showed that bullying has long been an issue in schools, but we have not paid enough attention to address this problem.

The ranges of teaching experiences for American teachers and Chinese teachers, were both from 1 year to more than 30 years. This was consistent with previous studies, which found teachers with different length of teaching experiences were bullied by students (Terry, 1998, De Wet & Jacob, 2006, Wei et al., 2013). This meant, even though teachers had longer teaching experiences, it did not guarantee that they would not be bullied by students. This made it even more difficult for teachers to combat with students' bullying, because no teacher is completely safe from students' bullying.

Strengths and Limitations

Strengths. The current study addressed the issue regarding teachers being bullied, with a more systematic and comprehensive survey, created by the researcher, comparing American and Chinese teachers. This was a very meaningful study, which addressed an issue that was not frequently studied. This study used a mixed method research design, which both quantitative and

qualitative data were collected to understand the current situation where teachers being bullied by students. The qualitative part of the study also helped answer questions regarding the cultural reasoning on why students bully teachers.

Limitations. Overall only 30 American teachers and 88 Chinese teachers were recruited from Chinese and American schools in this study. Demographic characteristics might have an impact in the generalization in the findings. In addition, this teachers' bullying survey did not provide an overall score of the test, nor a cut-off score. This meant psychologists cannot use the test score to determine the severity of students' bullying behavior teachers experienced or witnessed. Moreover, the current study used a convenience sample. The majority of both American sample and Chinese sample were females. The current study was not able to draw a conclusion regarding which gender tended to be bullied more by students. Future studies should use equal amount of male and female teachers to learn more about the gender effect of the bullying victims.

Appendix A. Bullying Survey on Teachers

Can teachers be bullied by students?



Request for your permission to participate in research study:

The Department of Educational Psychology at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

The purpose of this survey is to understand to the extent teachers are bullied by their students.

Please complete the survey according to your personal experiences with bullying. This survey is confidential, anonymous, and voluntary. Please do not indicate your name in the survey. Only the group results will be shared with the participants; no individual result will be shared. You are taking the survey through the Qualtrics system. Qualtrics is a secured confidential survey system. Qualtrics survey system is protected by high-end firewall. For more detailed information regarding Qualtrics security statement, please visit <https://www.qualtrics.com/security-statement/>.

⁵ The picture used in the survey was retrieved from <https://www.flickr.com/photos/grimsbybud/337957076/in/photostream/>

Despite these protections, it is not impossible with internet communications, that through intent or accident someone other than the intended recipient may see your response.

By taking this survey, you have given your consent to participate in this study. There is no expected risk for taking this survey. If you feel that you cannot answer a question due to lack of knowledge or minor discomfort, you may skip that question and move on to the rest of the survey. We do appreciate if you would attempt to respond to all the questions if possible. If you have additional questions about your rights as a research participant, you may contact me, Bixi Qiao at bixiqiao@ku.edu, or my research advisor, Robert G. Harrington, PhD, through rgharrin@ku.edu. If you feel further assistance is needed, you may contact Human Research Protection Program (HRPP) of University of Kansas through (785) 864-7429 or irb@ku.edu. The survey would take around 25 minutes to complete.

The end of this survey asks you to enter your email if you are willing to participate in the follow-up focus group study or if you would like to receive a copy of the research study results. Email addresses could identify participants, but will be kept separate from your responses to this research study. You may choose not to provide your email address if you do not want to participate in the follow-up study or receive the research results. If you do choose to participate in the follow-up study however, your participation is much appreciated and will enrich the value of the overall study.

☐ I understand, and I would like to proceed.

☐ I do not want to proceed.

Direction:

Dear teachers,

Have you ever felt your authority was being questioned by students? Have you ever felt powerless and helpless managing students' behaviors? Have you ever felt you were not in control of the classroom? Have you ever felt your students were being disrespectful to you? Have these feelings persisted over time? If you have experienced these, you probably have been bullied by your students.

Have you ever witnessed other teachers being disrespected, hurt, or intimidated by students? Have you repeatedly witnessed these kind of incidents? If you have experienced these, you probably were the bystander of students' bullying behavior against teachers.

Bullying behavior occurs when a victim is exposed, repeatedly and over time, to negative actions on the part of one or more students. Bullying behavior has 3 characteristics: (1) intentional, (2) repetitive, and (3) a power difference between the bully and bullying victim. In bullying situations, the bully always appears to have more power or control of the situation than the victim. Normally, bullying behaviors have all these three characteristics. However, for certain behaviors, such as beating with severe injury, or behaviors tremendously affecting your reputation or psychological health, which can lead to severe consequences, the behavior needs not happen twice to be counted as bullying behavior.

Bullying can include:

- (1) verbal bullying (calling names, saying mean things, etc.),
- (2) physical bullying (kicking, hitting, beating, pushing, etc.),
- (3) cyberbullying (bullying through electronic devices),
- (4) relational bullying (ignoring, spreading rumors, etc.),
- (5) racial bullying (bullying towards individual's race or ethnicity),
- (6) sexual bullying (bullying through sexual harassment or sexual assault),
- (7) LGTBQ bullying (bullying towards individual's sexual orientation),
- (8) cultural bullying (bullying against religious beliefs, attire or language, etc.),
- (9) disability bullying (bullying towards individual's disability),
- (10) sexist bullying (bullying against gender).

Students' intentional repetitive intimidation, disrespect, or discrimination against you or other teachers could be counted as bullying behaviors, when the behaviors lead to one or more of the following consequences:

- (1) made you/other teachers feel discomfort, fear, or powerlessness,

(2) damaged your/other teachers' reputation or your/other teachers' professional relationship with your/other teachers' colleagues, students or students' parents,

(3) led to physical injury or mental health issues of you or other teachers.

Bullying behavior is a common behavior. For some of you, this may be a new way of looking at the teacher-student relationship. I hope you can think about students bullying teachers with an open mind. Discussing bullying can be difficult, especially for teachers who have been bullied or have had witnessed bullying. It should not be shameful to you as a teacher to discuss your real life experiences of being bullied by students. With this kind of open dialogue and your real life information, we might be able to better understand how to prevent and intervene with students' bullying behaviors, and understand how teachers and schools could better respond. It is especially important to understand how bullying is perceived by teachers working in China compared to those in the U.S.

Your participation is important and much appreciated. You will not only help us understand the circumstance under which teachers are bullied by students. You will also help me complete my Master's thesis at the University of Kansas. If you choose to participate, you could choose to provide your email address at the end of the survey, you would be provided with a summary of the group results of the study. Since your participation is so important to me, I might be contacting you if follow-up data collection is needed.

Thank you very much for your participation and your time.

Bixi Qiao, PhD student, Educational
Psychology department, University of
Kansas
bixiqiao@ku.edu
001-913-313-8503

Robert G. Harrington, PhD, Professor,
Educational Psychology department,
University of Kansas
rgharrin@ku.edu
001-785-864-9709

Direction: Under each survey theme, check ALL the boxes next to EACH answer that most closely fit your experiences as a teacher.

Survey sequence A (this will not show in the online survey)

- *Experience regarding bullying*

Direction: *In this section, please answer questions regarding students' bullying behavior against you and your fellow teachers.*

1. In the past 12 months, have you experienced students' bullying behaviors against you by one or more students, on one or more occasions? (Please check ALL that apply.)

- ☐ I have been intentionally intimidated, disrespected, or discriminated against.
- ☐ My authority was intentionally questioned or challenged.
- ☐ My reputation was intentionally being damaged.
- ☐ None of above. I have not been bullied by students.

2. In the past 12 months, have you witnessed students' bullying behaviors against other teachers by one or more students, on one or more occasions? (Please check ALL that apply.)

- ☐ I have witnessed intentional intimidation, disrespect, or discrimination against other teachers.
- ☐ I have witnessed other teachers' authority being intentionally questioned or challenged.
- ☐ I have witnessed other teachers' reputation being intentionally damaged.
- ☐ None of above. I have not witnessed students bullying other teachers.

Note: If teachers reported that they have been bullied, but have not witnessed students bullying teachers, the survey would automatically skip the questions about witnessing bullying. If the teachers have been bullied and also witnessed bullying, they would only questions about experience of being bullied.

Survey sequence B-1 (this will not show in the online survey)

• ***Personal experience- Bullying forms, frequency, and location***

Direction: In this section, you will be answering questions regarding students' bullying behaviors against you directly as a teacher.

- 1. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following physical bullying behaviors? (Please check ALL the behaviors you experienced.)**

- ☐ Hurting you with body part (such as hitting, beating, slapping, kicking, hurting with elbow or knees).
- ☐ Hurting you with object (such as hitting with a book).
- ☐ Physically threatening or intimidating you without touching (for example: a student lifted a chair threatening to throw at you or other direction). Please specify: _____
- ☐ Damaging your property (such as damaging your laptop).
- ☐ Taking away your property (such as taking away your money).
- ☐ Other. Please specify: _____
- ☐ None of above. I have not been bullied by students through physical behaviors.

If you have experienced students' physical bullying behaviors, approximately how many times did they happen in total? _____

- 2. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following verbal bullying behaviors? (Please check ALL the behaviors you experienced.)**

- ☐ Calling names.
- ☐ Teasing.
- ☐ Threatening (verbal).
- ☐ Cruel criticism.
- ☐ Belittling.
- ☐ Cursing.
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not been bullied by students through verbal behaviors.

If you have experienced students' verbal bullying behaviors, approximately how many times did they happen in total? _____

3. In the past 12 months, have you been intentionally intimidated or disrespected by students through cyberbullying behaviors in the following forms of electronic communication? (Please check ALL that apply.)

- ☐ E-mail.
- ☐ Online instant messaging (such as Messenger, Whats app, Wechat).
- ☐ Text messages, text pictures, or text videos.
- ☐ Phone calls.
- ☐ Online games.
- ☐ Websites (such as blogs, discussion forums, Facebook, Twitter, Instagram, Snapchat).
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not been bullied by students through cyberbullying.

If you have experienced students' cyberbullying behaviors, approximately how many times did they happen in total? _____

4. In the past 12 months, has your authority been questioned or reputation been intentionally damaged by students through the following relational bullying behaviors? (Please check ALL the behaviors you experienced.)

- ☐ Ignoring your instructions.
- ☐ Arguing with you rudely.
- ☐ Spreading rumors about you.
- ☐ Gossiping about you.
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not been bullied by students through relational bullying.

If you have experienced students' relational bullying behaviors, approximately how many times did they happen in total? _____

5. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following sexual bullying behaviors? (Please check ALL the behaviors you experienced.)

- ☐ Inappropriate touching.
- ☐ Giving/sharing sexual comments.
- ☐ Talking/sharing sexual jokes.
- ☐ Leering or staring.
- ☐ Sexual assault.
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not been bullied by students through sexual behaviors.

If you have experienced students' sexual bullying behaviors, approximately how many times did they happen in total? _____

6. In the past 12 months, have you been intentionally intimidated or disrespected by students through discriminatory bullying behaviors based on the following personal characteristics? (Please check ALL that apply.)

- ☐ Ethnicity.
- ☐ Race or skin color.
- ☐ Disability.
- ☐ Sex.
- ☐ Gender identity.
- ☐ Sexual orientation.
- ☐ Religious beliefs.
- ☐ Cultural differences or customs.
- ☐ Language or accent.
- ☐ Age.
- ☐ Appearance.
- ☐ Mental health.
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not been bullied by students through discriminations.

If you have experienced students' discriminatory bullying behaviors, approximately how many times did they happen in total? _____

7. In the past 12 months, have you been bullied by students through other bullying behaviors which were not listed or answered in the previous questions?

A. Yes. Please describe the behavior: _____.

B. No. I have not been bullied by students through other behaviors.

If you have experienced students' other forms of bullying behaviors, approximately how many times did they happen in total? _____

8. In the past 12 months, approximately how many boys and girls bullied you? (Please check ALL that apply.)

☐ Boys: _____

☐ Girls: _____

9. In the past 12 months, in how many separate incidents approximately have you been bullied by students overall? _____

10. In the past 12 months, where were the locations you were bullied by students, and approximately how many times did that happen? (Please check ALL that apply.)

☐ Hallways/stairwells. How many times? ____

☐ Classroom. How many times? ____

☐ Office. How many times? ____

☐ School cafeteria. How many times? ____

☐ School bus. How many times? ____

☐ School playground. How many times? ____

☐ School bathroom. How many times? ____

☐ School gym. How many times? ____

☐ School locker room. How many times? ____

☐ Teachers' dorm/students' dorm. How many times? ____

☐ Way to or from school. How many times? ____

☐ Outside of school (such as grocery store). How many times? ____

☐ On the internet: on website or mobile app (such as blogs, discussion forums, Facebook, Youtube, Twitter, Instagram, Snapchat, Whats app, Wechat). How many times in total? _____

☐ On the phone (such as text messages, text pictures, text videos, phone calls). How many times in total? _____

☐ Other. Please specify the location: _____ How many times? ____

11. In the past 12 months, what did you do after you were bullied by students? (Please check ALL that apply.)

- ☐ Reminded the student(s) who bullied me of classroom or school rules.
- ☐ Tried to make a plan to intervene with the students' bullying behavior against me.
- ☐ Tried to come up with strategies to prevent students' bullying behavior against teachers.
- ☐ Tried to communicate with the student(s) who bullied me.
- ☐ Tried to talk to the student's parents, who bullied me.
- ☐ Tried to ignore the students' bullying behavior against me.
- ☐ Reported the incident to school administrators.
- ☐ Asked the student(s) who bullied me to be suspended.
- ☐ Asked for help from other teachers in the same school.
- ☐ Talked to others outside of school.
- ☐ Called security guard/the Police.
- ☐ Filed a formal complaint with the head of my department.
- ☐ Took several days off, was afraid to go to work.
- ☐ Visited psychologist or other mental health professional.
- ☐ Wanted to take action, but did not know what to do.
- ☐ Didn't do anything, acted as if everything was normal.
- ☐ Other. Please describe: _____

12. In the past 12 months, how did you feel after experiencing students' bullying behaviors against you? (Please respond to ALL.)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
I felt powerless.					
I felt angry.					
I felt ashamed as a teacher.					
I was afraid to go to work.					
I was worried my fellow teachers would judge me as a poor teacher.					
I was worried school administrators would judge me as a poor teacher.					
I was concerned students' parents would consider me as a teacher who cannot control the classroom.					
I was worried my students would laugh at me.					
I was worried I would be disrespected by my students.					
Other. Please describe: _____					

- 13. Please select ONE, most stressful bullying incident where a student bullied you in the past 12 months. Please answer the following questions:**

What happened?

How did it happen?

Why did it happen, do you think?

How was the situation resolved?

How did the incident impact you emotionally?

How did the incident impact your professional reputation and relationship with others as a teacher?

- **Survey sequence C-1 (this will not show in the online survey)**
- ***Personal experience - Others' responses***

Direction: In this section, you will be answering questions regarding others' responses towards students' bullying behavior against you.

1. In the past 12 months, what actions did OTHERS take after students bullied you? (Please check ALL that apply.)

- ☐ Tried to help making a plan to intervene with the students' bullying behavior against me.
- ☐ Tried to help coming up with strategies preventing students' bullying behavior against teachers.
- ☐ Recommended reminding the student(s) who bullied me of classroom or school rules.
- ☐ Recommended taking several days off.
- ☐ Recommended communicating with the student(s) who bullied me.
- ☐ Recommended talking to the student's parents, who bullied me.
- ☐ Recommended reporting the incident to school administrators.
- ☐ Recommended asking the student(s) who bullied me to be suspended.
- ☐ Recommended asking for help from other teachers in the same school.
- ☐ Recommended talking to others outside of school.
- ☐ Recommended calling security guard/the Police.
- ☐ Recommended filing a formal complaint with the head of my department.
- ☐ Recommended visiting psychologist or other mental health professional.
- ☐ Recommended taking no action.
- ☐ They wanted to take action, but they did not know what to do.
- ☐ Did not take any action.
- ☐ Other. Please describe: _____

2. In the past 12 months, how effective do you think the following individuals were at handling students' bullying behaviors against you? (Please respond to ALL.)

	0 Did not provide help	1 Very ineffective	2 Ineffective	3 Neutral	4 Effective	5 Very effective
School administrators						
Other teachers in the same school						
Students in the same school						
Students' parents, who study in the same school						
School psychologist						
School counselor						
Social worker						
Friends outside of the school						
Spouse						
Boyfriend or girlfriend						
Your parents						
Others. Please specify: _____						

Survey sequence B-2 (this will not show in the online survey)

• ***Bystander experience - Bullying forms, frequency, and location***

Direction: In this section, you will be answering questions regarding students' bullying behavior against your fellow teachers, which you have WITNESSED, as a bystander.

- 1. In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following physical bullying behaviors? (Please check ALL the behaviors you witnessed.)**

☐ Hurting the teacher with body part (such as hitting, beating, slapping, kicking, hurting with elbow or knees).

☐ Hurting the teacher with object (such as hitting with a book).

☐ Physically threatening or intimidating the teacher without touching (for example: a student lifted a chair threatening to throw at the teacher or other direction). Please specify: _____

☐ Damaging the teacher's property (such as damaging the teacher's laptop).

☐ Taking away the teacher's property (such as taking away the teacher's money).

☐ Other. Please specify: _____

☐ None of above. I have not witnessed students bullying other teachers through physical behaviors.

If you have witnessed students' physical bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____

- 2. In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following verbal bullying behaviors? (Please check ALL the behaviors you witnessed.)**

☐ Calling names.

☐ Teasing.

☐ Threatening (verbal).

☐ Cruel criticism.

☐ Belittling.

☐ Cursing.

☐ Other. Please specify: _____.

☐ None of above. I have not witnessed students bullying other teachers through verbal behaviors.

If you have witnessed students' verbal bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____

3. In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through cyberbullying behaviors in the following forms of electronic communications? (Please check ALL that apply.)
- ☐ E-mail.
 - ☐ Online instant messaging (such as Messenger, Whats app, Wechat).
 - ☐ Text messages, text pictures, or text videos.
 - ☐ Phone calls.
 - ☐ Online games.
 - ☐ Websites (such as blogs, discussion forums, Facebook, Twitter, Instagram, Snapchat).
 - ☐ Other. Please specify: _____.
 - ☐ None of above. I have not witnessed students bullying other teachers through cyberbullying.
- If you have witnessed students' cyberbullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____
4. In the past 12 months, have you witnessed students intentionally challenging other teachers' authority or damaging other teachers' reputation through the following relational bullying behaviors? (Please check ALL the behaviors you witnessed.)
- ☐ Ignoring the teacher's instructions.
 - ☐ Arguing with the teacher rudely.
 - ☐ Spreading rumors about the teacher.
 - ☐ Gossiping about the teacher.
 - ☐ Other. Please specify: _____.
 - ☐ None of above. I have not witnessed students bullying other teachers through relational bullying.
- If you have witnessed students' relational bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____
5. In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following sexual bullying behaviors? (Please check ALL the behaviors you witnessed.)
- ☐ Inappropriate touching.
 - ☐ Giving/sharing sexual comments.
 - ☐ Talking/sharing sexual jokes.
 - ☐ Leering or staring.
 - ☐ Sexual assault.
 - ☐ Other. Please specify: _____.
 - ☐ None of above. I have not witnessed students bullying other teachers through sexual behaviors.

If you have witnessed students' sexual bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____

6. In the past 12 months, have you witnessed students' intentional discriminatory bullying behaviors against other teachers based on the following personal characteristics? (Please check ALL that apply.)

- ☐ Ethnicity.
- ☐ Race or skin color.
- ☐ Disability.
- ☐ Sex.
- ☐ Gender identity.
- ☐ Sexual orientation.
- ☐ Religious beliefs.
- ☐ Cultural differences or customs.
- ☐ Language or accent.
- ☐ Age.
- ☐ Appearance.
- ☐ Mental health.
- ☐ Other. Please specify: _____.
- ☐ None of above. I have not witnessed students bullying other teachers through discriminations.

If you have witnessed students' discriminatory bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____

7. In the past 12 months, have you witnessed other teachers being bullied by students through other bullying behaviors which were not listed or answered in the previous questions?

- A. Yes. Please describe: _____.
- B. No. I have not witnessed students bullying other teachers through other bullying behaviors.

If you have witnessed students' other bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total? _____

8. In the past 12 months, approximately how many boys and girls did you witness bullying other teachers? (Please check ALL that apply.)

☐ Boys: _____

☐ Girls: _____

9. In the past 12 months, in how many separate incidents approximately have you witnessed students bullying other teachers in total? _____

10. In the past 12 months, where were the locations you witnessed other teachers being bullied by students, and approximately how many times did that happen? (Please check ALL the apply.)?

☐ Hallways/stairwells. How many times? ____

☐ Classroom. How many times? ____

☐ Office. How many times? ____

☐ School cafeteria. How many times? ____

☐ School bus. How many times? ____

☐ School playground. How many times? ____

☐ School bathroom. How many times? ____

☐ School gym. How many times? ____

☐ School locker room. How many times? ____

☐ Teachers' dorm/students' dorm. How many times? ____

☐ Way to or from school. How many times? ____

☐ Outside of school (such as grocery store). How many times? ____

☐ On the internet: on website or mobile app (such as blogs, discussion forums, Facebook, Youtube, Twitter, Instagram, Snapchat, Whats app, Wechat). How many times in total?

☐ On the phone (such as text messages, text pictures, text videos, phone calls). How many times in total? _____

☐ Other. Please specify the location: _____ How many times? ____

11. In the past 12 months, what did you do after you witnessed other teachers being bullied by students? (Please check ALL that apply.)

- ☐ Tried to help making a plan to intervene with the students' bullying behavior against the teacher.
- ☐ Tried to help coming up with strategies preventing students' bullying behavior against teachers.
- ☐ Recommended reminding the student(s) who bullied the teacher of classroom or school rules.
- ☐ Recommended taking several days off.
- ☐ Recommended communicating with the student(s) who bullied the teacher.
- ☐ Recommended talking to the student's parents, who bullied the teacher.
- ☐ Recommended reporting the incident to school administrators.
- ☐ Recommended asking the student(s) who bullied the teacher to be suspended.
- ☐ Recommended taking several days off.
- ☐ Recommended asking for help from other teachers in the same school.
- ☐ Recommended talking to others outside of school.
- ☐ Recommended calling security guard/the Police.
- ☐ Recommended filing a formal complaint with the head of the teacher's department.
- ☐ Recommended visiting psychologist or other mental health professional.
- ☐ Recommended taking no action.
- ☐ Wanted to take action, but did not know what to do.
- ☐ Did not take any action.
- ☐ Other. Please describe: _____

12. In the past 12 months, how did you feel after witnessing students' bullying behaviors against other teachers? (Please respond to ALL.)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
I was sympathetic about the teacher's experience(s).					
I questioned that person's ability as a teacher.					
I was worried the same thing would happen to me.					
I felt this was a normal situation in my school.					
I was shocked.					
I felt the incident did not concern me.					
I thought the school administration should help.					
I thought students bullying teachers based on teachers' sex.					
I thought our school should have a bullying prevention and intervention policy.					
Other. Please describe: _____					

- 13. Please select ONE, most stressful incident of bullying behavior that you witnessed where a student's bullying behavior was used against another teacher during the past 12 months. Please answer the following questions:**

What happened?

How did it happen?

Why did it happen, do you think?

How was the situation resolved by the teacher who was bullied by student?

What actions did you take after witnessing this teacher's situation?

How did the incident impact the teacher who was bullied, emotionally and professionally (including reputation and relationship with others)?

How did the incident impact you emotionally?

Survey sequence C-2 (this will not show in the online survey)

• ***Bystander experience - Others' responses***

Direction: In this section, you will be answering questions regarding OTHERS' responses towards students' bullying behavior against your fellow teachers, which you have WITNESSED.

1. In the past 12 months, regarding the incident(s) of students bullying teachers that you have witnessed, what actions did OTHERS take after your fellow teacher was bullied by students? (Please check ALL that apply.)

- ☐ Tried to help making a plan to intervene with the students' bullying behavior against the teacher.
- ☐ Tried to help coming up with strategies preventing students' bullying behavior against teachers.
- ☐ Recommended reminding the student(s) who bullied the teacher of classroom or school rules.
- ☐ Recommended taking several days off.
- ☐ Recommended communicating with the student(s) who bullied the teacher.
- ☐ Recommended talking to the student's parents, who bullied the teacher.
- ☐ Recommended reporting the incident to school administrators.
- ☐ Recommended asking the student(s) who bullied the teacher to be suspended.
- ☐ Recommended asking for help from other teachers in the same school.
- ☐ Recommended talking to others outside of school.
- ☐ Recommended calling security guard/the Police.
- ☐ Recommended filing a formal complaint with the head of the teacher's department.
- ☐ Recommended visiting psychologist or other mental health professional.
- ☐ Recommended taking no action.
- ☐ They wanted to take action, but they did not know what to do.
- ☐ They did not take any action.
- ☐ Other. Please describe: _____
- ☐ I do not know.

2. In the past 12 months, regarding the incident(s) of students bullying teachers that you have witnessed, how effective do you think the following individuals were at handling students' bullying behaviors against your fellow teachers? (Please respond to ALL.)

	I do not know	0 Did not provide help	1 Very ineffective	2 Ineffective	3 Neutral	4 Effective	5 Very effective
School administrators							
Other teachers in the same school							
Students in the same school							
Students' parents, who study in the same school							
School psychologist							
School counselor							
Social worker							
Teachers' friends outside of the school							
Teachers' spouse							
Teachers' boyfriend or girlfriend							
Teachers' parents							
Others. Please specify: _____							

Survey sequence D (this will not show in the online survey)

• ***Teachers' perception of students' bullying behavior***

Direction: In this section, you will be answering questions regarding your understanding about why students bully teachers and how to prevent students' bullying behavior.

1. Why do you think students bully teachers? (Please respond to ALL.)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
Students are just being kids.					
Teacher is not strict enough.					
Teacher should change teaching method.					
Teacher is lacking in abilities and skills to deal with students' bullying behavior.					
Teacher is lacking in classroom management skills.					
Teachers do not have good strategies for preventing and intervening with students' bullying behavior.					
Teachers do not have strong knowledge about bullying.					
Teacher who was bullied by student is weak.					
Students model their parents' disrespect behaviors.					
Schools have no bullying policy.					
School administrators ignore bullying.					
School administration expect teachers to handle bullying on their own.					
School does not have a positive school climate.					
Bullying is a common behavior in school life.					
Other reasons. Please explain: _____					

2. What do you think should be done to prevent and intervene in students' bullying behaviors against teachers? (Please check ALL that apply.)

- ☐ Inform students that bullying will not be tolerated.
- ☐ Schools should have a bullying policy.
- ☐ Schools should implement bullying policy properly.
- ☐ Have more training about how to prevent and intervene with bullying.
- ☐ Parents should learn how to collaborate with schools regarding students' bullying behaviors.
- ☐ Teachers should closely monitor students' bullying behaviors.
- ☐ Schools should encourage reporting of bullying behaviors.
- ☐ Admit bullying is a common developmental issue.
- ☐ Ignore students' bullying behaviors.
- ☐ Other. Please explain: _____

3. What do you think should be done to prevent and intervene in students' bullying behaviors against teachers? (Please check ALL that apply.)

- ☐ Inform students that bullying will not be tolerated.
- ☐ Schools should have a bullying policy.
- ☐ Schools should implement bullying policy properly.
- ☐ Have more training about how to prevent and intervene with bullying.
- ☐ Parents should learn how to collaborate with schools regarding students' bullying behaviors.
- ☐ Teachers should closely monitor students' bullying behaviors.
- ☐ Schools should encourage reporting of bullying behaviors.
- ☐ Admit bullying is a common developmental issue.
- ☐ Ignore students' bullying behaviors.
- ☐ Other. Please explain: _____

Survey sequence E (this will not show in the online survey)

- ***School safety***

Direction: In this section, you will be answering questions regarding your attitude towards school safety.

- 1. To what extent do you feel concerned for your safety as a result of students' bullying behaviors against you or other teachers?**

1 Not at all concerned	2 Not concerned	3 Neither concerned nor not concerned	4 Concerned	5 Very concerned
------------------------------	--------------------	---	----------------	---------------------

- 2. What is your current attitude towards the working environment in your school as a result of students' bullying behaviors against you or other teachers?**

1 Dislike very much	2 Dislike	3 Neither like nor dislike	4 Like	5 Like very much
---------------------------	--------------	----------------------------------	-----------	---------------------

- 3. To what extent do you agree or disagree with the following statements about the future of bullying prevention in your school? (Please respond to ALL.)**

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
My school will improve in managing students' bullying behaviors against teachers.					
My school administration will have a positive plan for bullying prevention and intervention.					
Parent education about bullying prevention and intervention will take place at my school.					

Survey sequence F (this will not show in the online survey)

- **School policy**

Direction: In this section, you will be answering questions regarding school policy on students' bullying behaviors.

- 1. Does your school have a policy regarding students' bullying behaviors?**
 - A. Yes, we have a bullying policy regarding students' bullying behavior.
 - B. No, we do not have a bullying policy regarding students' bullying behavior. **If no, the survey will skip questions 2 to 4 in this theme of school policy.**
 - C. I do not know.
- 2. Does your school's bullying policy include a policy regarding students' bullying behaviors against teachers?**
 - A. Yes, we have a bullying policy regarding students' bullying behavior against teachers.
 - B. No, we do not have a bullying policy regarding students' bullying behavior against teachers. **If no, the survey will skip questions 3 to 4 in this theme of school policy.**
 - C. I do not know.
- 3. Does your school's policy regarding students' bullying behavior against teachers have prevention and intervention plan for bullying?**
 - A. Yes. The bullying policy regarding students' bullying behavior against teacher has a prevention and intervention plan for bullying.
 - B. No. The bullying policy regarding students' bullying behavior against teacher does not have a prevention and intervention plan for bullying.
 - C. I do not know.
- 4. How often does your school refer to the bullying policy regarding students' bullying behaviors against teachers when bullying occurs?**

I do not know.	1 The bullying policy has never been used.	2 The bullying policy has rarely been used	3 The bullying policy has sometimes been used.	4 The bullying policy has often been used.	5 The bullying policy has been used all the time.
----------------	---	---	---	---	--

Survey sequence G (this will not show in the online survey)

• ***Background information***

1. Sex:

- A. Female
- B. Male

2. Ethnicity:

- A. American Indian/Alaska Native
- B. Asian/Asian-American
- C. Black/African-American
- D. Native Hawaiian/Other Pacific Islander
- E. White/Caucasian
- F. Hispanic/Latino
- G. Other. Please name _____

3. Which grade(s) are you teaching currently? _____

4. Which subject(s) are you teaching currently? _____

5. Approximately how many students do you teach in a day? _____

6. Approximately how many years have you been teaching in this school? _____

7. Approximately how many years have you been teaching OVERALL? _____

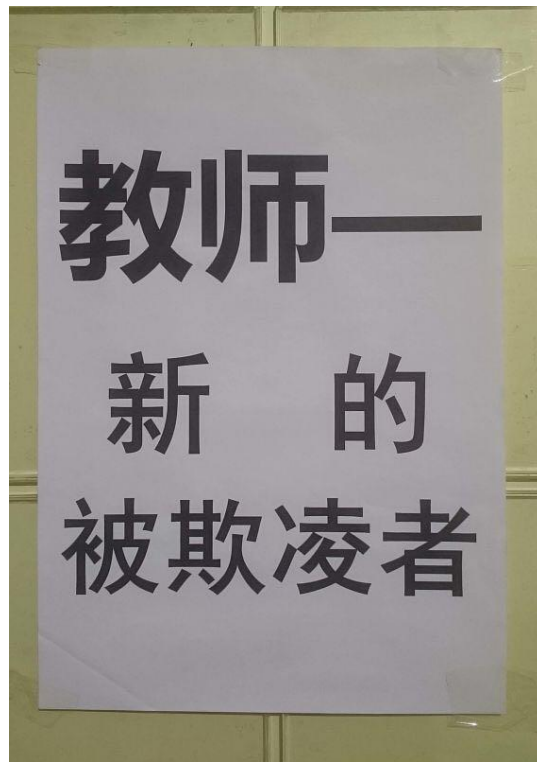
8. Would you like to participate in a follow up study regarding this survey? If yes, please indicate your email address _____

This is the end of this survey. Thank you very much for your participation. Please return

this survey by: DATE.

☐ Check this box, if you would like a copy of the study result. Please indicate your email address in here: _____

教师会被学生欺凌吗？



研究参与许可：

美国堪萨斯大学教育心理学院一贯支持对于研究参与者的保护。请阅读以下内容，并决定是否参与本次研究。即使您同意参与本次研究，您也可以随时选择退出研究。退出研究不会对您有负面影响。

这个调查问卷的目的是为了了解教师被学生欺凌的现状。

请根据您的本人与欺凌行为相关的亲身经历来填写问卷。这个问卷是保密的、不记名的、自愿的问卷。请不要在问卷中填写您的姓名。在最后的问卷总结中，只有群体的问卷结果会被分享给问卷的参与者。您个人的问卷答题情况不会被分享或汇报。您正在使用的是 Qualtrics 电子问卷系统。Qualtrics 是一个安全的保密的电子问卷系统 Qualtrics 问卷系统由高级防火墙保护。如果您想了解更多的关于 Qualtrics 安全信息的内容，请点击查看 <https://www.qualtrics.com/security-statement/>。尽管有这一系列的防护措施，但也不是没有可能某不知名人士通过互联网通讯有意、无意间看到您的回复。

如果您填写此问卷，就意味着您同意了参加这个研究。填写这份问卷不存在任何风险，也不会对您带来任何伤害。如果您在回答某个问题时需要更多的信息、知识或您感到轻微不适，您可以跳过那个问题，并继续回答剩下的问卷。我们非常感谢您尽可能回答所有的问题。如果您对于问卷参与者的权利存在其他疑问，可以直接与我联系：乔畀熙

bixiqiao@ku.edu, 或者联系我的研究导师 Harrington 教授 rgharrin@ku.edu。如果您还需要更多地帮助, 请与堪萨斯大学人类研究保护项目组织 (Human Research Protection Program - HRPP) 联系: irb@ku.edu 0-1-785-864-7429。完成整个问卷大约需要 25 分钟。

如果您想要参加研究的跟进调查或获得研究结果, 问卷的最后会请您填写您的邮箱地址。虽然邮箱地址有可能会识别问卷的参与者, 但是研究者会将邮箱地址与研究结果分开保存。如果您选择不参与进一步的研究调查或您选择不获取研究结果, 您可以选择不填写邮箱地址。然而, 如果您选择参与跟进研究我表示感谢。您对研究跟进调查的参与会使本次研究结果更加充实。

☐ 我明白以上内容, 并同意继续参与问卷调查。

☐ 我不同意继续参与问卷调查。

导语：

敬爱的老师：您好！

您是否曾感到您的权威被学生质疑？您是否曾在管理学生日常行为时感到无助？您是否曾感到您无法掌控整个课堂？您是否曾感到您的学生对您不尊重？您的这些感受是否持续了一段时间？如果您曾经历过上述的情况，那么您很有可能曾被学生欺凌过。

您是否曾目睹过学生不尊重、伤害、威吓其他教师的行为？您是否多次目睹过这些行为？如果您曾经历上述的情况，那么您很可能是学生对教师的欺凌行为的目击者。

“欺凌行为（bullying）”被定义为：被欺凌者或被攻击者重复地、多次地被一个或多个个人攻击。欺凌行为的三点特征为：蓄意性、重复性、以及欺凌者与被欺凌者之间的力量不平等性（被欺凌者通常感到欺凌者更为强大）。通常情况下，欺凌行为包含这三种特征。但是，一些特殊的、能够导致严重后果的行为不需要发生多次便能够被定义为欺凌行为。例如：殴打致重伤或某些能够严重影响个人名誉以及造成心理疾病的行为。

在中国，“欺凌行为”也被称作“欺负”、“霸凌”等。

欺凌行为包括：

- （1）言语欺凌（叫外号、嘲笑、说污言秽语等）；
- （2）身体欺凌（打、踢、推搡等）；
- （3）网络欺凌（通过网络实施的欺凌行为）；
- （4）关系欺凌（无视、散布谣言等）；
- （5）民族或种族欺凌（针对民族或种族的欺凌行为）；
- （6）性欺凌（性骚扰、性侵犯等）；
- （7）性取向欺凌（针对性取向的欺凌行为）；
- （8）文化欺凌（针对宗教信仰、衣着、语言等的欺凌行为）；
- （9）残疾欺凌（针对残疾的欺凌行为）；
- （10）性别欺凌（针对性别的欺凌行为）。

当学生多次、故意地对您或者其他教师进行的恐吓、不尊重或歧视等行为，产生以下一种或多种后果时，这些行为可以视为欺凌行为。

- （1）使您或其他教师感到不舒服、不安、恐惧或无能为力；
- （2）使您或其他教师的名誉受到损害；使您或其他教师与同事、学生、学生家长的关系遭到破坏；
- （3）使您或其他教师的身体或心理受到伤害。

欺凌行为是普遍发生的行为。对于一些老师来说，以上定义可能是从一个新的角度来看待师生关系的。我希望您能用开放的思维来看待学生对于教师的欺凌行为。谈论欺凌

行为可能并不容易。特别是对于那些曾经被学生欺凌过或目睹过欺凌行为的老师来说，谈论欺凌行为也许更加困难。作为教师，谈论被学生欺凌的经历并不可耻。有了您开放性的对话和亲身的经历，我们将会更好地了解如何预防和干预学生的欺凌行为，并了解教师和学校如何才能更好地应对欺凌行为。这对于比较研究中国教师与美国教师对于欺凌行为的理解尤为重要。

我非常感谢您参与到这个研究中。您的参与不仅会帮助我们了解教师被学生欺凌的现状，还会帮助我完成在美国堪萨斯大学 University of Kansas 的研究生学位论文。如果您选择填写问卷，您可以选择在问卷的最后提供您的邮箱地址，您将会收到最终的群体问卷报告总结。因为您的参与对我来说非常重要，所以如果需要收集一些跟进研究的信息，我可能会和您联络。

非常感谢您的参与和帮助！

乔昇熙
博士生
美国堪萨斯大学
教育心理学院
bixiqiao@ku.edu
001-913-313-8503

Robert G. Harrington
博士, 教授
美国堪萨斯大学
教育心理学院
rgharrin@ku.edu
001-785-864-9709

导语：在下列各问卷主题中，请在所有最符合您作为教师的个人经历的选项旁的方框中勾出“√”。

- 欺凌行为经历

导语：在这一主题中，请回答关于学生对您或其他教师进行的欺凌行为的问题。

1. 在过去的 12 个月中，您是否一次或多次被一个或多个学生通过下列方式欺凌过？（请勾出“√”所有符合您经历的选项。）
 - ☐ 我曾被故意威吓或不尊重过。
 - ☐ 我的权威曾被故意怀疑或挑战过。
 - ☐ 我的名誉曾被故意损害过。
 - ☐ 以上各项都不是。我没有被学生欺凌过。
2. 在过去的 12 个月中，您是否目睹其他教师一次或多次被一个或多个学生通过下列方式欺凌过？（请勾出“√”所有符合您经历的选项。）
 - ☐ 我曾目睹其他教师被故意威吓或不尊重过。
 - ☐ 我曾目睹其他教师的权威被故意怀疑或挑战过。
 - ☐ 我曾目睹其他教师的名誉被故意损害过。
 - ☐ 以上各项都不是。我没有目睹过其他教师被学生欺凌。

● 个人经历-欺凌行为方式、频率及地点

导语：在这一主题中，请回答关于学生对您进行的欺凌行为。

1. 在过去的 12 个月中，您是否被学生通过下列身体欺凌行为故意威吓或不尊重过？
（请勾出“√”所有符合您经历的选项。）
- ☐ 用身体部位打或伤害（例如：拍打、殴打、用手抽打、踢、用肘或膝盖打）。
 - ☐ 用物品打或伤害（例如：用书本打）。
 - ☐ 通过行为威胁、恐吓但并未碰触您（例如：一个学生举起椅子威胁要把椅子扔向您或其他方向）。请描述说明：_____
 - ☐ 损坏或损毁您的私人物品（例如：损坏您的电脑）。
 - ☐ 拿走您的物品（例如：拿走您的钱）。
 - ☐ 其他，请描述说明：_____
 - ☐ 以上各项都不是。我没有被学生通过身体行为欺凌过。

如果您经历过学生的身体欺凌行为，您大约一共经历了几次这些行为？

2. 在过去的 12 个月中，您是否被学生通过下列言语欺凌行为故意威吓或不尊重过？
（请勾出“√”所有符合您经历的选项。）
- ☐ 叫外号。
 - ☐ 取笑。
 - ☐ 恐吓（言语）。
 - ☐ 严酷批判或指责。
 - ☐ 言语贬低、轻蔑。
 - ☐ 辱骂或诅咒。
 - ☐ 其他，请描述说明：_____
 - ☐ 以上各项都不是。我没有被学生通过言语行为欺凌过。

如果您经历过学生的言语欺凌行为，您大约一共经历了几次这些行为？

3. 在过去的 12 个月中，您是否被学生通过下列电子通讯交流方式进行的网络欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您经历的选项。）

- ☐ 电子邮件。
- ☐ 网上即时消息（例如：微信、QQ、Line、WhatsApp）。
- ☐ 文字短信、图片短信、视频短信。
- ☐ 电话。
- ☐ 网上游戏。
- ☐ 网站（例如：微博、人人、博客、论坛、贴吧）。
- ☐ 其他，请描述说明：_____
- ☐ 以上各项都不是。我没有被学生通过网络行为欺凌过。

如果您经历过学生的网络欺凌行为，您大约一共经历了几次这些行为？

4. 在过去的 12 个月中，您的权威或名誉是否被学生通过下列关系欺凌行为故意挑战或损害过？（请勾出“√”所有符合您经历的选项。）

- ☐ 无视您的指示或要求。
- ☐ 粗鲁地与您争论。
- ☐ 散布您的谣言。
- ☐ 谈论您的八卦消息。
- ☐ 其他，请描述说明：_____
- ☐ 以上各项都不是。我没有被学生通过关系欺凌行为欺凌过。

如果您经历过学生的关系欺凌行为，您大约一共经历了几次这些行为？

5. 在过去的 12 个月中，您是否被学生通过下列性欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您经历的选项。）

- ☐ 不恰当的触碰、触摸。
- ☐ 散布或分享性评论。
- ☐ 散布或分享性笑话。
- ☐ 轻佻的斜视或不恰当的注视。
- ☐ 性侵犯。
- ☐ 其他，请描述说明：_____
- ☐ 以上各项都不是。我没有被学生通过性欺凌行为欺凌过。

如果您经历过学生的性欺凌行为，您大约一共经历了几次这些行为？ _____

6. 在过去的 12 个月中，您是否被学生针对以下个人情况通过 具有歧视性的欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您经历的选项。）

- ☐ 民族。
- ☐ 种族或肤色。
- ☐ 残疾。
- ☐ 性别。
- ☐ 性认同。
- ☐ 性取向。
- ☐ 宗教信仰。
- ☐ 文化差异或习俗。
- ☐ 语言或口音。
- ☐ 年龄。
- ☐ 外表。
- ☐ 心理健康。
- ☐ 其他，请描述说明： _____
- ☐ 以上各项都不是。我没有被学生通过歧视行为欺凌过。

如果您经历过具有 歧视性的欺凌行为，您大约一共经历了几次这些行为？ _____

7. 在过去的 12 个月中，您是否被学生通过上述问题中没有提到的或没有在上述问题中回答过的 其他欺凌行为欺凌过？

- A. 是。请描述说明您经历的欺凌行为： _____
- B. 否。

如果您曾被学生通过 其他欺凌行为欺凌过，您大约一共经历了几次这些行为？ _____

8. 在过去的 12 个月中，您被大约多少男生或女生欺凌过？（请勾出“√”所有符合您经历的选项。）

- ☐ 男生： _____
- ☐ 女生： _____

9. 在过去的 12 个月中，您总共大约在几次事件中被学生欺凌过？ _____

10. 在过去的 12 月中，您曾在什么场所被学生欺凌过，欺凌行为在各个场所个大约发生了多少次？（请勾出“√”所有符合您经历的选项。）

☐ 走廊或楼梯。多少次？ ____

☐ 教室。多少次？ ____

☐ 办公室。多少次？ ____

☐ 学校食堂。多少次？ ____

☐ 学校大巴。多少次？ ____

☐ 学校运动场。多少次？ ____

☐ 学校卫生间。多少次？ ____

☐ 学校健身房或体育馆。多少次？ ____

☐ 学校更衣间。多少次？ ____

☐ 教师或学生宿舍。多少次？ ____

☐ 上下学的路上。多少次？ ____

☐ 校外（例如：超市）。多少次？ ____

☐ 在网络上，包括网站和手机软件上（例如：微博、人人、微信、QQ、Line、WhatsApp、博客、论坛、贴吧）。总共多少次？ ____

☐ 通过手机接收到的（例如：文字短信、图片短信、视频短信、电话）。总共多少次？ ____

☐ 其他。请写出具体的场所，以及总共多少次： _____

11. 在过去的 12 月中，您在被学生欺凌后做了什么？（请勾出“√”所有符合您经历的选项。）

- ☐ 我向欺凌我的学生重申了课堂或学校纪律。
- ☐ 我尝试制定阻止学生对我进行的欺凌行为的计划。
- ☐ 我尝试制定预防学生欺凌教师行为的策略。
- ☐ 我试图与欺凌我的学生面对面交谈。
- ☐ 我试着与欺凌我的学生的家长谈话。
- ☐ 我试着忽视学生对我的欺凌行为。
- ☐ 我将此事件上报给了学校领导。
- ☐ 我申请让欺凌我的学生停课。
- ☐ 我向同校老师寻求帮助。
- ☐ 我将此事讲给校外其他人听。
- ☐ 我通知了保安或警察。
- ☐ 我向部门领导正式投诉此事件。
- ☐ 我请了几天的假，不敢去上班。
- ☐ 我向心理医生，或其他心理健康专家倾诉。
- ☐ 我想做点什么，但是不知道该做些什么。
- ☐ 我什么都没做，当作一切正常。
- ☐ 其他，请描述说明：_____。

12. 在过去的 12 个月中，您在被学生欺凌后，您的心情和感受是什么样的？（请对全部内容进行回答。）

	1 非 常 不 同 意	2 不 同 意	3 非 同 意 也 非 不 同 意	4 同 意	5 非 常 同 意
我感到无能为力。					
我感到很生气。					
作为老师我感到耻辱。					
我不敢去上班。					
我担心同校的其他老师会认为我不是一个好老师。					
我担心校领导会认为我不是一个好老师。					
我担心学生家长认为我没有能力控制课堂。					
我担心我的学生会嘲笑我。					
我担心学生会不尊重我。					
其他。请描述说明：_____					

13. 请您写出，在过去 12 个月中让您感到压力最大的一次学生对您进行的欺凌事件。请回答下列问题：
发生了什么？

这个事件如何发生的？

您认为这个事件为什么会发生？

这件事是如何解决的？

这件事对您的情绪与精神上有什么影响？

作为老师这件事对您的名誉以及与他人的关系有什么影响？

● 个人经历- 他人的反应及应对

导语：在这一主题中，请回答关于他人对于学生对您的欺凌行为的反应及应对。

1. 在过去的 12 个月中，在学生对您进行欺凌行为后，他人做出什么样的反应？（请勾出“√”所有符合您经历的选项。）
- ☐ 尝试帮助制定阻止学生对我进行的欺凌行为的计划。
 - ☐ 尝试帮助制定预防、干预学生欺凌教师行为的政策。
 - ☐ 建议向欺凌我的学生重申课堂或学校纪律。
 - ☐ 建议请几天假。
 - ☐ 建议与欺凌我的学生谈话。
 - ☐ 建议与欺凌我的学生的家长谈话。
 - ☐ 建议把学生欺凌我的行为汇报给校领导。
 - ☐ 建议申请让欺凌我的学生停课。
 - ☐ 建议请同学校的其他老师帮忙。
 - ☐ 建议与校外的他人交谈。
 - ☐ 建议通知保安或警察。
 - ☐ 建议正式向我部门领导投诉。
 - ☐ 建议向心理医生或其他心理健康专家倾诉。
 - ☐ 建议不要采取任何行动。
 - ☐ 他们想采取行动，但不知道该怎么做。
 - ☐ 没有采取任何行动。
 - ☐ 其他方式， 请描述说明：_____

2. 在过去的 12 个月中，下列各类人群对学生对您的欺凌行为的应对是否有效？（请对全部内容进行回答。）

	0 没有提 供帮助	1 非常无 效	2 无效	3 中立	4 有效	5 非 常 有 效
学校领导						
同一学校的其他老师						
同一学校的学生						
同一学校的学生家长						
教育心理学教师						
心理咨询老师						
社会工作者（社工）						
校外的朋友						
配偶						
男、女朋友						
您的父母						
其他。请具体写出是哪些人：_____。						

• 目击者经历 - 欺凌行为方式、频率及地点。

导语：在这一主题中，请回答关于您作为目击者所目睹的学生对其他教师进行的欺凌行为。

1. 在过去的 12 个月中，您是否目睹过学生通过下列身体欺凌行为故意威吓或不尊重其他教师？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 用身体部位打或伤害（例如：拍打、殴打、用手抽打、踢、用肘或膝盖打）。
 - ☐ 用物品打或伤害（例如：用书本打）。
 - ☐ 通过行为威胁、恐吓但并未碰触其他教师（例如：一个学生举起椅子威胁要把椅子扔向某位教师或其他方向）。请描述说明：_____
 - ☐ 损坏或损毁其他教师的私人物品（例如：损坏某位教师的电脑）。
 - ☐ 拿走其他教师的物品（例如：拿走某位教师的钱）。
 - ☐ 其他，请描述说明：_____
 - ☐ 以上各项都不是。我没有目睹过学生对于其他教师的身体欺凌行为。

如果您曾目睹过学生对其他教师的身体欺凌行为，您大约一共目睹了几次这些行为？

2. 在过去的 12 个月中，您是否目睹过学生通过下列言语欺凌行为故意威吓或不尊重其他教师？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 叫外号。
 - ☐ 取笑。
 - ☐ 恐吓（言语）。
 - ☐ 严酷批判或指责。
 - ☐ 言语贬低、轻蔑。
 - ☐ 辱骂或诅咒。
 - ☐ 其他，请描述说明：_____
 - ☐ 以上各项都不是。我没有目睹过其他教师被学生通过言语行为欺凌过。

如果您曾目睹过学生对于其他教师的言语欺凌行为，您大约一共目睹了几次这些行为？

3. 在过去的 12 个月中，您是否目睹其他教师被学生通过下列电子通讯交流方式进行的网络欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 电子邮件。
 - ☐ 网上即时消息（例如：微信、QQ、Line、WhatsApp）。
 - ☐ 文字短信、图片短信、视频短信。
 - ☐ 电话。
 - ☐ 网上游戏。
 - ☐ 网站（例如：微博、人人、博客、论坛、贴吧）。
 - ☐ 其他， 请描述说明：_____
 - ☐ 以上各项都不是。我没有目睹过其他教师被学生通过网络行为欺凌过。

如果您曾目睹过学生对其他教师的网络欺凌行为，您大约一共目睹了几次这些行为？

4. 在过去的 12 个月中，您是否目睹过其他教师的权威或名誉被学生通过下列关系欺凌行为故意挑战或损害过？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 无视其他教师的指示或要求。
 - ☐ 粗鲁地与其他教师争论。
 - ☐ 散布其他教师的谣言。
 - ☐ 谈论其他教师的八卦消息。
 - ☐ 其他， 请描述说明：_____
 - ☐ 以上各项都不是。我没有目睹过其他教师被学生通过关系欺凌行为欺凌过。
- 如果您曾目睹过学生对其他教师的关系欺凌行为，您大约一共目睹了几次这些行为？

5. 在过去的 12 个月中，您是否目睹过其他教师被学生通过下列性欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 不恰当的触碰、触摸。
 - ☐ 散布或分享性评论。
 - ☐ 散布或分享性笑话。
 - ☐ 轻佻的斜视或不恰当的注视。
 - ☐ 性侵犯。
 - ☐ 其他， 请描述说明：_____
 - ☐ 以上各项都不是。我没有目睹过其他教师被学生通过性欺凌行为欺凌过。

如果您曾目睹过学生对其他教师的性欺凌行为，您大约一共目睹了几次这些行为？

6. 在过去的 12 个月中，您是否目睹过其他教师被学生针对以下个人情况通过具有歧视性的欺凌行为故意威吓或不尊重过？（请勾出“√”所有符合您所目睹情况的选项。）

- ☐ 民族。
- ☐ 种族或肤色。
- ☐ 残疾。
- ☐ 性别。
- ☐ 性认同。
- ☐ 性取向。
- ☐ 宗教信仰。
- ☐ 文化差异或习俗。
- ☐ 语言或口音。
- ☐ 年龄。
- ☐ 外表。
- ☐ 心理健康。
- ☐ 其他，请描述说明：_____
- ☐ 以上各项都不是。我没有目睹过其他教师被学生通过歧视行为欺凌过。

如果您曾目睹过学生对其他教师的具有歧视性的欺凌行为，您大约一共目睹了几次这些行为？_____

7. 在过去的 12 个月中，您是否目睹过其他教师被学生通过上述问题中没有提及的或没有回答的其他欺凌行为欺凌过吗？

- A. 是。请描述说明您目睹的欺凌行为：_____
- B. 否。

如果您曾目睹过其他教师被学生通过其他欺凌行为欺凌过，您大约一共目睹了几次这些行为？_____

8. 在过去的 12 个月中，您目睹过其他教师被大约多少男生或女生欺凌过？（请“√”所有符合您所目睹情况的选项。）

- ☐ 男生：_____
- ☐ 女生：_____

9. 在过去的 12 个月中，您总共大约目睹过几次其他教师被学生欺凌的事件？

10. 在过去的 12 月中，您所目睹的其他教师被学生欺凌的情况都发生在哪些场所，您在各个场所各目睹了大约多少次？（请勾出“√”所有符合您所目睹情况的选项。）

☐ 走廊或楼梯。多少次？ ____

☐ 教室。多少次？ ____

☐ 办公室。多少次？ ____

☐ 学校食堂。多少次？ ____

☐ 学校大巴。多少次？ ____

☐ 学校运动场。多少次？ ____

☐ 学校卫生间。多少次？ ____

☐ 学校健身房或体育馆。多少次？ ____

☐ 学校更衣间。多少次？ ____

☐ 教师或学生宿舍。多少次？ ____

☐ 上、下学的路上。多少次？ ____

☐ 校外（例如：超市）。多少次？ ____

☐ 在网络上，包括网站和手机软件上（例如：微博、人人、微信、QQ、Line、WhatsApp、博客、论坛、贴吧）。总共多少次？ ____

☐ 通过手机收到的（例如：文字短信、图片短信、视频短信、电话）。总共多少次？

☐ 其他。请写出具体的场所，以及总共多少次： _____

11. 在过去的 12 月中，当您目睹其他教师被学生欺凌后，您做了什么？（请勾出“√”所有符合您经历的选项。）

- ☐ 尝试帮助制定阻止学生对那位教师进行的欺凌行为的计划。
- ☐ 尝试帮助制定预防、干预学生欺凌教师的行为的政策。
- ☐ 建议向欺凌教师的学生重申课堂或学校纪律。
- ☐ 建议请几天假。
- ☐ 建议与欺凌教师的学生谈话。
- ☐ 建议与欺凌教师的学生的家长谈话。
- ☐ 建议把学生欺凌教师的行为汇报给校领导。
- ☐ 建议申请让欺凌教师的学生停课。
- ☐ 建议请同学校的其他老师帮忙。
- ☐ 建议请校外的他人交谈。
- ☐ 建议通知保安或警察。
- ☐ 建议正式向那位教师的部门领导投诉。
- ☐ 建议向心理医生或其他心理健康专家倾诉。
- ☐ 建议不要采取任何行动。
- ☐ 想采取行动，但不知道该怎么做。
- ☐ 没有采取任何行动。
- ☐ 其他方式， 请描述说明： _____

12. 在过去的 12 个月中，您目睹其他教师被学生欺凌后，您的心情和感受是什么样的？
（请对全部内容进行回答。）

	1 非 常 不 意	2 不 同 意	3 既 非 同 意 也 非 不 同 意	4 同 意	5 非 常 同 意
我同情这个老师的经历。					
我质疑这个人作为老师的能力。					
我担心同样的事情会发生在我身上。					
我觉得这样的事情在我们学校司空见惯。					
我感到吃惊。					
我认为这事与我无关。					
我认为校领导应该帮忙。					
我认为学生对教师的欺凌行为与教师的性别有关。					
我认为学校应该制定预防、干预欺凌行为的政策。					
其他，请描述说明： _____。					

13. 请您写出，在过去 12 个月中，您目睹的、让您感到压力最大的一次学生对其他教师进行的欺凌行为。请回答下列问题：
发生了什么？

这个事件如何发生的？

您认为这个事件为什么会发生？

被欺凌的教师是如何解决这个事件的？

当您看到那位教师被学生欺凌后您采取了什么行动？

这件事对于被欺凌教师的情绪和职业(包括名誉以及与他人的关系)有什么影响？

这件事对您的情绪上有什么影响？

• 目击者经历 - 他人的反应及应对

导语：在这一主题中，请回答：在您所目睹的其他教师被学生欺凌的事件中，他人的反应及应对。

1. 在过去的 12 个月中，在您目睹的其他教师被学生欺凌的事件中，他人对于学生欺凌教师的行为是如何应对的？（请勾出“√”所有符合您所目睹情况的选项。）
- ☐ 尝试帮助制定阻止学生对那位教师进行的欺凌行为的计划。
 - ☐ 尝试帮助制定预防、干预学生欺凌教师行为的政策。
 - ☐ 建议向欺凌教师的学生重申课堂或学校纪律。
 - ☐ 建议请几天假。
 - ☐ 建议与欺凌教师的学生谈话。
 - ☐ 建议与欺凌教师的学生的家长谈话。
 - ☐ 建议把学生欺凌教师的行为汇报给校领导。
 - ☐ 建议申请让欺凌教师的学生停课。
 - ☐ 建议请同学校的其他老师帮忙。
 - ☐ 建议请校外的他人交谈。
 - ☐ 建议通知保安或警察。
 - ☐ 建议正式向那位教师的部门领导投诉。
 - ☐ 建议向心理医生或其他心理健康专家倾诉。
 - ☐ 建议不要采取任何行动。
 - ☐ 他们想采取行动，但不知道该怎么做。
 - ☐ 他们没有采取任何行动。
 - ☐ 其他方式， 请描述说明：_____
 - ☐ 我不知道。

2. 在过去的 12 个月中，在您目睹的其他教师被学生欺凌的事件中，您认为下列各类人群对学生欺凌教师行为的应对是否有效？（请就下列所有内容作答。）

	我不知 道	0 没有提 供帮助	1 非常无 效	2 无效	3 中立	4 有效	5 非 常 有 效
学校领导							
同一学校的其他老师							
同一学校的学生							
同一学校的学生家长							
教育心理学教师							
心理咨询老师							
社会工作者（社工）							
校外的朋友							
配偶							
男、女朋友							
那位教师的父母							
其他。请具体写出是哪些人_____。							

- 教师对学生欺凌行为的理解

导语：在这一主题中，请回答关于您对于学生欺凌教师的原因的理解，以及您对如何预防学生的欺凌行为的想法。

1. 您认为学生为什么会欺凌教师？（请对全部内容进行回答。）

	1 非 常 不 同 意	2 不 同 意	3 既 非 同 意 也 非不同意	4 同 意	5 非常同意
他们还是孩子。					
教师不够严格。					
教师应该改变教学、教育风格。					
教师缺乏处理学生欺凌行为的能力和技巧。					
教师缺乏课堂管理能力。					
教师没有好的预防、阻止学生欺凌行为的策略及办法。					
教师没有足够的关于欺凌行为的知识。					
被学生欺凌的教师比较软弱。					
学生模仿家长的不尊重他人的行为。					
学校没有针对欺凌行为的政策。					
校领导忽视欺凌行为。					
校领导希望教师能够自己处理欺凌行为。					
学校没有积极、正面的校园环境。					
欺凌行为是学校中常见的行为。					
其他原因，请描述说明：_____					

2. 您认为应如何预防、干预学生对教师的欺凌行为？（请勾出“√”所有符合您看法的选项。）

- ☐ 告知学生欺凌行为是不可容忍的。
- ☐ 学校应该有關於欺凌行为的相关政策规定。
- ☐ 学校应该适时使用关于欺凌行为的相关政策规定。
- ☐ 组织更多的关于预防、干预欺凌行为的培训。
- ☐ 学校家长应学会如何与学校合作来应对学生的欺凌行为。
- ☐ 老师应该密切关注学生的欺凌行为。
- ☐ 学校应该鼓励举报欺凌行为。
- ☐ 承认欺凌行为是一个普遍的个人发展中的问题。
- ☐ 忽视学生的欺凌行为。
- ☐ 其他，请描述说明：_____

- 学校安全

导语：在这一主题中，请回答关于您对于学校的安全的看法。

1. 由于您所经历或目睹的学生对您或其他教师的欺凌行为，您在多大程度上担心您的人身安全？

1 完全不担心	2 不担心	3 既非担心也非 不担心	4 担心	5 非常担心
------------	----------	--------------------	---------	-----------

2. 由于您所经历或目睹的学生对您或其他教师的欺凌行为，您当前对您就职的学校的工作环境持何态度？

1 非常不喜欢	2 不喜欢	3 既非喜欢也非 不喜欢	4 喜欢	5 非常喜欢
------------	----------	--------------------	---------	-----------

3. 您对下列您所在学校针对预防、干预欺凌行为的前景持何态度？

	1 非常不同意	2 不同意	3 既非同意也 非不同意	4 同意	5 非常同意
我的学校会加强对于学生欺凌教师行为的管理。					
我学校的校领导会有好的预防、干预欺凌行为的计划。					
我的学校会对学生家长进行关于欺凌行为预防、干预的教育。					

- 学校政策

导语：在这一主题中，请回答关于学校针对学生欺凌行为的政策。

1. 您所在的学校是否有针对学生欺凌行为的相关政策？
 - A. 是。我们有针对学生欺凌行为的相关政策。
 - B. 否。我们没有针对学生欺凌行为的相关政策。如果选择 B，问卷会自动跳过 1-4 题。
 - C. 不知道。
2. 您学校的针对学生欺凌行为的相关政策中，是否包括针对学生欺凌教师行为的相关政策？
 - A. 是。针对学生欺凌行为的相关政策中包含学生欺凌教师行为的相关政策。
 - B. 否。针对学生欺凌行为的相关政策中不包含学生欺凌教师行为的相关政策。如果选择 B，问卷会自动跳过 3-4 题。
 - C. 不知道。
3. 您学校的针对学生欺凌教师的政策是否包含干预、预防欺凌行为的政策？
 - A. 是。学校的针对学生欺凌教师的政策包含干预、预防欺凌行为的政策。
 - B. 否。学校的针对学生欺凌教师的政策不包含干预、预防欺凌行为的政策。
 - C. 不知道。

4. 您的学校通常会使用关于学生欺凌行为的政策吗？

我不知道。	1 关于学生欺凌行为的政策从未被使用过。	2 关于学生欺凌行为的政策很少被使用或基本不被使用。	3 关于学生欺凌行为的政策有时被使用。	4 关于学生欺凌行为的政策经常被使用。	5 关于学生欺凌行为的政策总是被使用。
-------	-------------------------	-------------------------------	------------------------	------------------------	------------------------

● 背景信息

1. 性别：
A. 男
B. 女
2. 您的民族? _____
3. 您现在教几年级的学生? _____
4. 您现在教哪几门课? _____
5. 您现在一天大约教多少名学生? _____
6. 您大约在目前就职的学校工作多久了? _____
7. 您大约已经从事教师这份职业多久了? _____
8. 您是否愿意参加这个研究的下一阶段? 如果是的话, 请您写下您的邮箱地址:

这是问卷的结尾。非常感谢您的参与。请您将问卷在。。。。之前返还给研究者。

☐ 如果您想要收到这一研究的研究报告, 请在左边的“☐”中画勾“✓”, 并留下您的邮箱地址: _____

Appendix B. List of Questions for Survey Reviewers

List of questions for Expert KU faculty reviewers and KU peer reviewers

For the introduction:

1. Do you think the introduction/opening statement is clear? Which part do you think should be specified?
2. Is there anything you think should be added in the introduction/opening statement?

For the survey questions:

1. Do you think all the questions are clear? Which question/part do you think should be specified?
2. Do you think there is any content which is not covered by this survey? Is there any content that should be added in this survey?
3. Do the sequence and order of the survey seem reasonable and clear?
4. Thinking about the scaling and measurements used in the survey, do you think the survey has sufficient use of different scales?
5. Do you see any repetition in the questions?
6. Do you think the scale employed are appropriate for the teachers asked?
7. Are there any grammatical problems in the survey?
8. Do you think the length of the survey is appropriate?
9. Is there anything you like or dislike about the survey?
10. Do you think the appearance of the survey is motivating for teachers to complete?
11. Any other comments?

关于介绍语:

1. 您认为介绍语整体来讲清晰吗? 如果不清晰, 您认为哪个部分需要更改得更加清晰呢?
2. 您认为有什么需要在介绍语中添加的吗?

关于问卷的问题:

1. 您认为所有的题目都清晰吗? 哪个问题或者哪个部分不清晰, 并需要更改得更清晰?
2. 您认为这个问卷已经包含了应该包含的内容了吗? 有没有您觉得需要添加在问卷中的内容吗?
3. 您认为这个问卷的题目顺序的设置合理、清晰吗?
4. 您认为这份问卷的题目类型多样吗?
5. 问卷中有重复的题目吗?
6. 您认为题目的形式合理吗?
7. 这个问卷中有错别字吗?
8. 您认为问卷的长度合理吗? 您认为老师会愿意完成问卷吗?
9. 您有没有关于这个问卷喜欢或不喜欢的地方吗?

10. 您认为这个问卷能够鼓励教师回答整个问卷吗？
11. 您还有其他的想分享的想法吗？

List of questions for teacher reviewers

For the introduction:

3. Do you think the definition of bullying is clearly stated? Which part do you think should be specified?
4. Do you think the introduction is clear in general? If not, which part do you think should be specified?
5. Is there anything you think should be added in the introduction?

For the survey questions:

1. Do you think all the questions are clear? Which question/part do you think should be specified?
2. Do you think there is anything which is not covered by this survey? Is there anything should be added in this survey?
3. Do the sequence and order of the survey seem reasonable and clear?
4. Do you see any repetition in the questions?
5. Do you think the scale employed are appropriate for the teachers asked?
6. Is there any grammatical problem in the survey?
7. Do you think the length of the survey is appropriate? Do you think teachers would be likely to complete the survey?
8. Is there anything you like or dislike about the survey?
9. Do you think the appearance of the survey is motivating for teachers to complete?
10. Any other comments?

关于介绍语:

6. 您认为介绍语中的欺负的定义清晰吗？您认为哪个部分需要更改得更加清晰？
7. 您认为介绍语整体来讲清晰吗？如果不清晰，您认为哪个部分需要更改得更加清晰呢？
8. 您认为有什么需要在介绍语中添加的吗？

关于问卷的问题:

12. 您认为所有的题目都清晰吗？哪个问题或者哪个部分不清晰，并需要更改得更清晰？
13. 您认为这个问卷已经包含了应该包含的内容了吗？有没有您觉得需要添加在问卷中的内容吗？
14. 您认为这个问卷的题目顺序的设定合理、清晰吗？
15. 问卷中有重复的题目吗？
16. 您认为题目的形式合理吗？
17. 这个问卷中有错别字吗？
18. 您认为问卷的长度合理吗？您认为老师会愿意完成问卷吗？

19. 您有没有关于这个问卷喜欢或不喜欢的地方吗？
20. 您认为这个问卷能够鼓励教师回答整个问卷吗？
21. 您还有其他的想分享的想法吗？

Appendix C. Reviewers' Feedback on Survey

- Introduction
 1. explain power difference
 2. Discussing bullying is permissive. "I think that you should change the word to permissible. It makes more sense in the context."
 3. "It is clear, but I think it is a bit too long – participating teachers may not read all info carefully. Maybe moving a couple of sentences about the significance of study you had in the last parts of the intro to the front, right after the first paragraph – so they will feel motivated to continue?"
 4. May want to consider having more catching words earlier at the beginning of the instruction to motivate them (2 people).
 5. Part on Qualtrics is too much.
 6. "these verbs need to be in the same tense: either 'discomfort, fear, or, powerlessness' or 'uncomfortable, fearful, or powerless'"
 7. only cueing the teachers who were bullied. Other teachers who have witnessed bullying (3 people)
 8. it's not good to cue the participants. Need to get more focused
 9. make the purpose section at the beginning
- A- Screener 1
 1. "One issue I have -- if ANY of the phenomena listed by A, B, C, under Question #1 is evidence of "being bullied," why do you need to ask participants to identify bullying behaviors for EACH of the phenomena? If someone only checked one (A, B, or C) – having to go through so many questions may lead them not to pay much attention to each statement. Why don't you focus on the bullying behaviors for ANY type of bullying?"
 2. Repetitive wording
 3. Maybe include teachers who have heard about students bullying teachers
- A- Screener 2
 1. Repetitive wording
 2. Should be "reputation 'BEING' damaged"
- B-1, B-2 Physical bullying:
 1. "None of above. I have not been bullied by students. Can be worded 'I have not felt being bullied by students' – as this is a subjective perception"
 2. Participant cannot tell the frequency. Use approximately (7 people)
 3. Hitting, beating, punching are similar
 4. Add throwing the book towards other directions
 5. get rid of the "I was not being bullied" sentences
- B-1, B-2 Verbal bullying
 1. get more focused
 2. personal defamation is the same as calling mean names
- B-1, B-2 Cyberbullying – no comments
- B-1, B-2 Relational bullying
 1. get rid of "sufficient reason" in the arguing with...
 2. the situations are subjective

3. separate into two questions, one about reputation, one about authority
- B-1, B-2 Sexual bullying
 1. Simplify the question (2 people)
 2. sexual behavior is inappropriate, so can get rid of “inappropriate” in the sentence, only say sexual behavior, rather than inappropriate sexual behavior
- B-1, B-2 discriminatory bullying
 1. Repetitive with wording with “discrimination”
 2. Need to provide definition of discrimination
 3. ask more detailed information or questions, such as how teachers who bullied towards certain personal status
 4. add appearance? Mental health?
- B-1, B-2 Other types of bullying – no comments
- B-1, B-2 Gender of the bully – no comments
- B-1, B-2 Total times of bullying behavior experienced
 1. frequency count might not be accurate
- B-1, B-2 bullying location
 1. Add outside of school (2 people)
 2. Add gym, locker room
 3. Add teachers' dorm, students' dorm
- B-1, B-2 Actions took by teachers
 1. Some are repetitive wording, “recommend”...
 2. Add call the police (2 people)
 3. Add teachers need to improve
- B-1, B-2 Emotional response
 1. Poor teacher change to “cannot manage behavior”
 2. Some teacher is weak – change to “cannot manage behavior”
 3. Add neutral response. Such as “It did not bother me.” Or “I expected it.” third of last, wording change to happened.
 4. add comparing to female, male teachers are bullied more (2 people)
 5. Change the title to please “Respond to all”
 6. get rid of the neutral scale (3 people)
- B-1, B-2 Comprehensive question of bullying incident
 1. change the original last question to make clear version
 2. “for the 3rd question, ‘teacher who WAS bullied’ instead of ‘were’”
 3. change the last question to make clear version. Use singular
 4. Add question on who helped
 5. combine the questions of professional, reputation, and how they felt. Because they are similar
- C-1, C-2 Who helped - has been deleted from the final version
 1. Add teachers from other school, maybe drop teachers' parents. Add other school personnel in a different school.
 2. Change working to “Partner/Spouse”
 3. Take out, “to the best of your knowledge.” Break the question for bystander questions
 4. Consider other terms for boyfriend girlfriend, such as significant other, or partner

5. "wording, how many times in the main part of the question"
 6. Add students in the same school (2 people)
 7. there is no social worker in Chinese school. Add students' parents
 8. For Chinese, school psychologist, school counselor, are the same. There is no social worker.
- C-1, C-2 what actions support agencies took
 1. change the wording "parents of the student who..." bullied the teacher
 2. maybe combine who helped and the effectiveness question together
 3. add recommend the teachers themselves to improve
 4. "The listed choices can give us some ideas about what to do regarding students' bullying"
 - C-1, C-2 efficiency of support agency
 1. "Need to capitalize School Counselor"
 2. pay attention to numbers on the columns
 - D- 1 reasoning
 1. In the original questions, Separate the 6th item into 3 items. Separate the 7th item into 2 items. Students imitate their parents' lack of respect for teachers. Students model their parents' aggressive
 2. 5th is confusing, regarding who the specific teacher is. Separate 6th and 8th into several items
 3. Change wording "students think the bullied teachers were weak."
 - D- 2 prevention
 1. should reword the option for parents, because the title is asking what teachers and administrators should do
 - E-School safe 1
 1. "Right now you have these listed as things you might "hope" for—I'm not sure how this will translate into Chinese, but in English to hope for something does not suggest that it will necessarily happen (that it, something I hope will happen is something that I think would be good, but I don't know if it will happen or not). In contrast, something I believe will happen is something that I think will happen, whether or not I think it is a good idea. "
 2. different people have different interpretation of Hope questions. most interpret as do you want it to happen
 3. hope question is unclear
 4. need to focus on their experiences after they experienced bullying (2 people)
 - E-School safe 2 – no comments
 - E-School safe 3 – combined 3, 4, 5 in the original survey
 1. Change wording "Do you think it is possible for the school to improve...???"
 2. There is no parent education
 3. change wording of the scale, neutral or neither agree or disagree? (2 people)
 4. Change working to "Do you believe...???"
 - F - school policy 1
 1. add a question regarding bullying behavior among students
 - F - school policy 2 – no comments

- F - school policy 3 – no comments
- F - school policy 4
 1. “I might go with never, rarely, sometimes, often, and all of the time. So, The bullying policy has never been used. The bullying policy has rarely been used. The bullying policy has sometimes been used. The bullying policy has often been used. The bullying policy has been used all of the time. I do not know.”
 2. “For all options need to have ‘has’ instead of ‘is’ or have ‘is being’”
 3. change to has in the scale
- G – background – gender
 1. Add other (2 people)
- G – background – ethnicity – no comments
- G – background – grade level – no comments
- G – background – subject - no comments
- G – background – teaching method – deleted in the final version
 1. make the 1st into 2 items. Make the second of last 2 items
 2. “Using ‘a’ loud voice” (2 people)
 3. split the second of last item into 2 items
- G – background – how many students
 1. Add “average”
- G – background – how long working in the school – no comments
- G – background – how long working as a teacher – no comments
- Other comments
 1. Provide estimated time of taking the survey
 2. “We were very excited to know the topic of you study.”
 3. “The survey is long, but comprehensive.”
 4. “I like your study. Someone is finally trying to seek justice for teachers.”

Appendix D. Survey Results US Vs CN

2. Survey results

2.1. Theme 1 - Experience regarding bullying

2.1.1. In the past 12 months, have you experienced students' bullying behaviors against you by one or more students, on one or more occasions? (Please check ALL that apply.)

Table 2.1.1 *Screeners: Personal experiences with students bullying teachers*

Choices	American Sample (Total=61) ^a		Chinese Sample (Total=154)	
	Number of teachers ^b	Percentage	Number of teachers	Percentage
I have been intentionally intimidated, disrespected, or discriminated against.	13	21.31%	25	16.23%
My authority was intentionally questioned or challenged.	18	29.51%	44	28.57%
My reputation was intentionally being damaged.	2	3.28%	4	2.60%
None of above.	41	67.21%	95	61.69%

Note. Teachers can choose multiple answers for most of the questions in the survey. In this report, only questions with single answer would be specifically marked.

^aThe Total number indicates the number of teachers who answered this question. ^b“Number of teachers” represents the number of teachers who have chosen certain item choice.

2.1.2. In the past 12 months, have you witnessed students' bullying behaviors against other teachers by one or more students, on one or more occasions? (Please check ALL that apply.)

Table 2.1.2 *Screeners: Experiences with witnessing students bullying teachers*

Choices	American Sample (Total=61)		Chinese Sample (Total=154)	
	Number of teachers	Percentage	Number of teachers	Percentage
I have witnessed intentional intimidation, disrespect, or discrimination against other teachers.	21	34.43%	43	27.92%
I have witnessed other teachers' authority being intentionally questioned or challenged.	19	31.15%	47	30.52%
I have witnessed other teachers' reputation being intentionally damaged.	8	13.11%	19	12.34%
None of above.	32	52.46%	70	45.45%

2.1.3. Summarizing the first 2 questions

Table 2.1.3 *Teachers' experiences with students bullying teachers*

	American Sample (Total=61)		Chinese Sample (Total=154)	
	Number of teachers	Percentage	Number of teachers	Percentage
Bullied by students	20	32.79%	59	38.31%
Witnessed students bullying teachers	29	47.54%	84	54.55%
Bullied by students, and witnessed students bullying teachers	19	31.15%	55	35.71%
Not bullied by students, but witnessed students bullying teachers	10	16.39%	29	18.83%
Bullied by students, but not witnessed students bullying teachers	1	1.64%	4	2.60%
Not bullied by students, not witnessed students bullying teachers	31	50.82%	66	42.86%

2.2. Theme 2 - Personal experience- Part 1: Bullying forms, frequency, and location

20 American teachers and 59 Chinese teachers took the survey for personal experiences of students bullying teachers.

2.2.1. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following physical bullying behaviors? (Please check ALL the behaviors you experienced.)

Table 2.2.1 *Personal experience with students' physical bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=56) ^a	
	Number of teachers	Percentage	Number of teachers	Percentage
Hurting you with body part.	1	5.00%	2	3.57%
Hurting you with object.	2	10.00%	4	7.14%
Physically threatening or intimidating you without touching.	5	25.00%*	4	7.14%
Damaging your property.	4	20.00%*	1	1.79%
Taking away your property.	4	20.00%	3	5.36%
Other.	1	5.00%	4	7.14%
None of above.	9	45.00%**	44	78.57%

Note. ^aThere are some teachers who did not answer certain questions (skipped some questions). The number of total may vary from question to question.

* $p < .05$. ** $p < .01$. All p values show the significance level of the differences between the percentage of American sample and percentage of Chinese sample. Percentages without asterisk indicate there is no significant differences between the American sample and Chinese sample.

2.2.1.1. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following physical bullying behaviors? - Physically threatening or intimidating you without touching (for example: a student lifted a chair threatening to throw at you or other direction). Please specify:

Table 2.2.2 *Personal experience with students' physical bullying behavior – physical threatening/intimidation inserted*

American Sample	Chinese Sample
“A student raised his fists and growled at me when asked to work on his assignment.”	“showing contempt to the teacher”
“holding up fists”	
“objects thrown”	
“pretend choking”	

2.2.1.2. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following physical bullying behaviors? - Other. Please specify:

Table 2.2.3 *Personal experience with students' other physical bullying behavior inserted*

American Sample	Chinese Sample
“A student pulled my hair (relatively lightly), though I was not "hurt".”	“Shoving”
	“Kicked the chair”

2.2.1.3. If you have experienced students' physical bullying behaviors, approximately how many times did they happen in total?

Table 2.2.4 *Personal experience with students' physical bullying behavior frequency inserted*

American sample (Total=8)		Chinese Sample (Total=9)	
Number of times	Number of teachers	Number of times	Number of teachers
1	1	1	4
2	3	2	3
2-5	1	2-3	1
3-4	1	5	1
5	2		

2.2.2. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following verbal bullying behaviors? (Please check ALL the behaviors you experienced.)

Table 2.2.5 *Personal experience with students' verbal bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=56)	
	Number of teachers	Percentage	Number of teachers	Percentage
Calling names.	9	45.00% *	12	21.05%
Teasing.	3	15.00%	12	21.05%
Threatening (verbal).	6	30.00% **	3	5.26%
Cruel criticism.	10	50.00% ***	4	7.02%
Belittling.	9	45.00%	23	40.35%
Cursing.	7	35.00% *	7	12.28%
Other.	2	10.00%	3	5.26%
None of above.	3	15.00%	13	22.81%

* $p < .05$. ** $p < .01$. *** $p < .001$.

2.2.2.1. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following verbal bullying behaviors? (Please check ALL the behaviors you experienced.) - Other.
Please specify:

Table 2.2.6 *Personal experience with students' other verbal bullying behavior inserted*

American Sample	Chinese Sample
“Sarcasm or challenging rules.”	“Student used a weird voice to call me. It might be a joke but it made me uncomfortable.”
“Threatening to have parents call the me, my supervisor, and/or the news.”	“Greeting me with weird voice”

2.2.2.2. If you have experienced students' verbal bullying behaviors, approximately how many times did they happen in total?

Table 2.2.7 *Personal experience with students' verbal bullying behavior frequency inserted*

American sample (Total=17)		Chinese Sample (Total=34)	
Number of times	Number of teachers	Number of times	Number of teachers
1	1	1	12
2	1	2	4
4	2	2-3	1
5	3	3	3
8	2	5	6
10	1	"A few times"	1
60	1	"Often"	1
75	1	"3 times a month"	1
"More than 10 times"	1	"Multiple times"	1
"3 or 4 times a month"	1	"So many times"	4
"at least 2-5 times per week by multiple students"	1		
"Often in the past 6 months"	1		
"daily"	1		

2.2.3. In the past 12 months, have you been intentionally intimidated or disrespected by students through cyberbullying behaviors in the following forms of electronic communication? (Please check ALL that apply.)

Table 2.2.8 *Personal experience with students' cyberbullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=54)	
	Number of teachers	Percentage	Number of teachers	Percentage
E-mail.	0	0.00%	0	0.00%
Online instant messaging	0	0.00%	7	12.96%
Text messages, text pictures, or text videos.	0	0.00%	3	5.56%
Phone calls.	0	0.00%	3	5.56%
Online games.	0	0.00%	0	0.00%
Websites.	3	15.00%	2	3.70%
Other.	1	5.00%	0	0.00%
None of above.	16	80.00%	42	77.78%

2.2.3.1 In the past 12 months, have you been intentionally intimidated or disrespected by students through cyberbullying behaviors in the following forms of electronic communication? (Please check ALL that apply.) - Other.
Please specify:

Table 2.2.9 *Personal experience with students' other cyberbullying behavior inserted*

American Sample	Chinese Sample
"By parents of students yes."	N/A

2.2.3.2 If you have experienced students' cyberbullying behaviors, approximately how many times did they happen in total?

Table 2.2.10 *Personal experience with students' cyberbullying behavior frequency inserted*

American sample (Total=4)		Chinese Sample (Total=11)	
Number of times	Number of teachers	Number of times	Number of teachers
2	1	1	9
5	1	2	2
Do not know	1		

2.2.4. In the past 12 months, has your authority been questioned or reputation been intentionally damaged by students through the following relational bullying behaviors? (Please check ALL the behaviors you experienced.)

Table 2.2.11 *Personal experience with students' relational bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=57)	
	Number of teachers	Percentage	Number of teachers	Percentage
Ignoring your instructions.	17	85.00%	46	80.70%
Arguing with you rudely.	16	80.00%**	23	40.35%
Spreading rumors about you.	2	10.00%	4	7.02%
Gossiping about you.	4	20.00%	11	19.30%
Other.	1	5.00%	0	0.00%
None of above.	3	15.00%	4	7.02%

** $p < .01$.

- 2.2.4.1. In the past 12 months, has your authority been questioned or reputation been intentionally damaged by students through the following relational bullying behaviors? (Please check ALL the behaviors you experienced.) - Other. Please specify:**

Table 2.2.12 *Personal experience with students' other relational behavior inserted*

American Sample	Chinese Sample
"telling me i am not doing my job right"	N/A

- 2.2.4.2. If you have experienced students' relational bullying behaviors, approximately how many times did they happen in total?**

Table 2.2.13 *Personal experience with students' relational bullying behavior frequency inserted*

American sample (Total=15)		Chinese Sample (Total=42)	
Number of times	Number of teachers	Number of times	Number of teachers
4	2	1	8
5	2	2	8
10	2	2-3	1
15	1	3	9
20+	1	"More than 3 times"	1
30	1	4-5	1
		5	2
Daily	2	"About 6 times"	1
"Ignoring and arguing: too many to count (I'd say hundreds of times). But how much of it is bullying and how much of it is a result of me not enforcing consequences like I should?"	1	10	3
"Ignoring instruction and arguing occurs daily. Only a handful of times have I heard students gossiping about teachers. minimum of 20"	1	"7 times a month"	1
"This happens 1-2 times per week."	1	"A lot of times"	1
"Too many to count"	1	"Multiple times"	2
		"Too many times"	4

2.2.5. In the past 12 months, have you been intentionally intimidated or disrespected by students through the following sexual bullying behaviors? (Please check ALL the behaviors you experienced.)

Table 2.2.14 *Personal experience with students' sexual bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=54)	
	Number of teachers	Percentage	Number of teachers	Percentage
Inappropriate touching.	1	5.00%	4	7.41%
Giving/sharing sexual comments.	1	5.00%	6	11.11%
Talking/sharing sexual jokes.	0	0.00%	5	9.26%
Leering or staring.	2	10.00%	13	24.07%
Sexual assault.	0	0.00%	0	0.00%
Other.	0	0.00%	0	0.00%
None of above.	18	90.00% **	31	57.41%

** $p < .01$.

2.2.5.1. If you have experienced students' sexual bullying behaviors, approximately how many times did they happen in total?

Table 2.2.15 *Personal experience with students' sexual bullying behavior frequency inserted*

American sample (Total=2)		Chinese Sample (Total=15)	
Number of times	Number of teachers	Number of times	Number of teachers
3	1	1	6
10	1	2	4
		3	3
		5	1
		“One unforgettable event was that one time a student who might have mental health problem, poked me near my breast. It made me very uncomfortable.”	
			1

2.2.6. In the past 12 months, have you been intentionally intimidated or disrespected by students through discriminatory bullying behaviors based on the following personal characteristics? (Please check ALL that apply.)

Table 2.2.16 *Personal experience with students' discriminatory bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=53)	
	Number of teachers	Percentage	Number of teachers	Percentage
Ethnicity.	0	0.00%	0	0.00%
Race or skin color.	4	20.00% *	2	3.77%
Disability.	0	0.00%	0	0.00%
Sex.	4	20.00% *	2	3.77%
Gender identity.	1	5.00%	0	0.00%
Sexual orientation.	0	0.00%	0	0.00%
Religious beliefs.	1	5.00%	0	0.00%
Cultural differences or customs.	3	15.00%	1	1.89%
Language or accent.	1	5.00%	8	15.09%
Age.	4	20.00%	6	11.32%
Appearance.	5	25.00%	8	15.09%
Mental health.	0	0.00%	0	0.00%
Other.	0	0.00%	0	0.00%
None of above.	9	45.00%	32	60.38%

* $p < .05$.

2.2.6.1. If you have experienced students' discriminatory bullying behaviors, approximately how many times did they happen in total?

Table 2.2.17 *Personal experience with students' discriminatory bullying behavior frequency inserted*

American sample (Total=11)		Chinese Sample (Total=15)	
Number of times	Number of teachers	Number of times	Number of teachers
2	1	1	5
4	1	2	5
5	3	3	2
"about once per week"	1	10	1
"Twice a year."	1	"Multiple times"	1
"Occasionally in past 6 months"	1	"I have an accent while talking. I was constantly made fun of. Or students "friendly" imitated me. It's fine... I don't even think that I was bullied."	1
"Maybe 15 times."	1		
"It is unquantifiable as the discrimination plays a part into how the student interacts with me on a daily basis. If you were to quantify it, I would suggest daily."	1		
Did not mention frequency - "age is a common joke"	1		

2.2.7. Summarizing teachers' experiences with students' bullying behaviors

Summary of students' bullying behaviors experienced by teachers.

Table 2.2.18 *Summary of teachers' personal experiences with students' bullying behaviors*

	American sample		Chinese sample	
	Number of teachers	Percentages	Number of teachers	Percentages
Physical bullying	11	55.00% **	12	21.43%
Verbal bullying	17	85.00%	43	77.19%
Cyberbullying	4	20.00%	12	22.22%
Relational bullying	17	85.00%	53	92.98%
Sexual bullying	2	10.00% **	23	42.59%
Discriminatory bullying	11	55.00%	21	39.62%

** $p < .01$.

2.2.8. In the past 12 months, have you been bullied by students through other bullying behaviors which were not listed or answered in the previous questions? – This question has single answer.

Table 2.2.19 *Personal experience with students' other bullying behavior*

Choices	American Sample (Total=20)		Chinese Sample (Total=54)	
	Number of teachers	Percentage	Number of teachers	Percentage
Yes.	1	5.00%	3	5.56%
No.	19	95.00%	51	94.44%

2.2.8.1. In the past 12 months, have you been bullied by students through other bullying behaviors which were not listed or answered in the previous questions? - Yes, please describe:

Table 2.2.20 *Personal experience with students' other bullying behavior inserted*

American Sample	Chinese Sample
“Collaborating with/encouraging other students to cause problems specifically in my class”	“A student questioned why they need to study, showed contempt towards teachers, saying what teachers earn for their whole life is not as much as other people make for one year.”

2.2.8.2. If you have experienced students' other forms of bullying behaviors, approximately how many times did they happen in total?

Table 2.2.21 *Personal experience with students' other bullying behavior frequency inserted*

American sample (Total=1)		Chinese Sample (Total=2)	
Number of times	Number of teachers	Number of times	Number of teachers
“The encouragement of other students to participate probably happened on a semi-regular basis for a month or so.”	1	1	1
		“2 times, including bullying from parents.”	1

**2.2.9. In the past 12 months, approximately how many boys and girls bullied you?
(Please check ALL that apply.)**

Table 2.2.22 *Personal experience with students' bullying behavior – Gender of the bully*

Choices	American Sample (Total=20)		Chinese Sample (Total=38)	
	Number of teachers	Percentage	Number of teachers	Percentage
Boys.	16	80.00%	31	81.58%*
Girls.	13	65.00%	19	50.00%

* $p < .05$. In the Chinese sample, comparing the percentages, significantly more teachers experienced bullying behaviors from boys than that from girls.

2.2.9.1. In the past 12 months, approximately how many boys and girls bullied you? (Please check ALL that apply.) - Boys, how many?

Table 2.2.23 *Personal experience with students' bullying behavior frequency – Boys as bullies*

American sample (Total=16)		Chinese Sample (Total=25)	
Number of boys	Number of teachers	Number of boys	Number of teachers
1	3	1	8
2	3	2	11
3	2	“1 or 2”	1
4	3	3	2
3-5	1	8	1
5	1	10	1
4-6	1	20	1
10	2		

2.2.9.2. In the past 12 months, approximately how many boys and girls bullied you? (Please check ALL that apply.) - Boys, how many? - Girls: How many?

Table 2.2.24 *Personal experience with students' bullying behavior frequency – Girls as bullies*

American sample (Total=13)		Chinese Sample (Total=13)	
Number of girls	Number of teachers	Number of girls	Number of teachers
1	6	1	6
2	3	2	3
3-4	1	“1-2”	1
4	2	“about 2”	1
9	1	3	2

2.2.10. In the past 12 months, in how many separate incidents approximately have you been bullied by students overall?

Table 2.2.25 *Personal experience with students' bullying behavior frequency overall*

American sample (Total=17)		Chinese Sample (Total=36)	
Number of times	Number of teachers	Number of times	Number of teachers
2	1	1	6
3	1	2	13
4	1	3	8
7	1	4	2
8	1	8	1
10	3	10	1
12	1	20	2
20-35	1	"Very few times"	1
40	1	"Threatening and inappropriate touching: 1 time each, using weird voice calling my name: around 20 times. Refusing to follow instruction: too many times, cannot count."	1
"Many times in the past 6 months"	1	"Many times"	1
"I cannot keep track. I teach students with behavior disorders"	1		
"daily, at the least one time/week"	1		
"daily"	1		
"This is difficult to measure. By definition, bullying is a pattern, and many of these offenders act like this daily. Some days are worse, some days have "less"."	1		
"I don't know"	1		

2.2.11. In the past 12 months, where were the locations you were bullied by students, and approximately how many times did that happen? (Please check ALL that apply.)

Table 2.2.26 *Personal experience with students' bullying behavior location*

Choices	American Sample (Total=20)		Chinese Sample (Total=42)	
	Number of teachers	Percentage	Number of teachers	Percentage
Hallways/stairwells.	8	40.00%	7	16.67%
Classroom.	18	90.00%*	28	66.67%
Office.	4	20.00%	9	21.43%
School cafeteria.	1	5.00%	1	2.38%
School bus.	0	0.00%	1	2.38%
School playground.	3	15.00%	4	9.52%
School bathroom.	1	5.00%	0	0.00%
School gym.	1	5.00%	0	0.00%
School locker room.	0	0.00%	0	0.00%
Teachers' dorm/students' dorm.	0	0.00%	0	0.00%
Way to or from school.	0	0.00%	1	2.38%
Outside of school.	1	5.00%	0	0.00%
On the internet: on website or mobile app.	2	10.00%	7	16.67%
On the phone.	0	0.00%	3	7.14%
Other.	0	0.00%	2	4.76%

* $p < .05$.

2.2.11.1. How many times these incidents happened in these locations?

Table 2.2.27 *Personal experience with students' bullying behavior location frequency*

Location	American Sample		Chinese Sample	
	Number of times	Number of teachers	Number of times	Number of teachers
Hallways/stairwells	2	2	1	2
(US total=7, CN total=5)	5	2	2	1
	8	1	3	1
	10-20	1	10	1
	“Once a week/arguing in the halls about going to class”	1		
Classroom (US total=13, CN total=23)	1	1	1	6
	2	2	“1-2 time”	1
	5	1	2	7
	9	1	3	4
	10	2	4	1
	20	1	8	1
	22	1	10	2
	“1-2 week”	1	“Many times”	1
	“all the other times”	1		
	“Daily”	2		
Office (US total=4, CN total=6)	1	2	1	3
	3	1	2	2
	5	1	12	1
School cafeteria (US total=1, CN total=1)	2	1	1	1
School bus (US total=0, CN total=1)	N/A	N/A	1	1
School playground (US total=2, CN total=4)	2	2	1	3
			“About 2 times”	1
School bathroom (US total=1, CN total=0)	4	1	N/A	N/A
School gym (US total=1, CN total=0)	2	1	N/A	N/A
School locker room (US total=0, CN total=0)	N/A	N/A	N/A	N/A

Teachers' dorm/students' dorm (US total=0, CN total=0)	N/A	N/A	N/A	N/A
Way to or from school (US total=0, CN total=1)	N/A	N/A	3	1
Outside of school (US total=1, CN total=0)	1	1	N/A	N/A
On the internet: on website or mobile app (US total=2, CN total=5)	1	1	1	4
	2	1	2	1
On the phone (US total=0, CN total=3)	N/A	N/A	1	3
Other (US total=0, CN total=1)	N/A	N/A	"During weekend school training lessons - Many times"	1

**2.2.12. In the past 12 months, what did you do after you were bullied by students?
(Please check ALL that apply.)**

Table 2.2.28 *Action took by teachers after being bullied by students*

Choices	American Sample (Total=20)		Chinese Sample (Total=53)	
	Number of teachers	Percentage	Number of teachers	Percentage
Reminded the student(s) who bullied me of classroom or school rules.	13	65.00%	36	67.92%
Tried to make a plan to intervene with the students' bullying behavior against me.	6	30.00%	11	20.75%
Tried to come up with strategies to prevent students' bullying behavior against teachers.	9	45.00%***	3	5.66%
Tried to communicate with the student(s) who bullied me.	17	85.00%**	26	49.06%
Tried to talk to the student's parents, who bullied me.	7	35.00%	12	22.64%
Tried to ignore the students' bullying behavior against me.	12	60.00%*	15	28.30%
Reported the incident to school administrators.	13	65.00%***	3	5.66%
Asked the student(s) who bullied me to be suspended.	1	5.00%	1	1.89%
Asked for help from other teachers in the same school.	7	35.00%	11	20.75%
Talked to others outside of school.	3	15.00%	4	7.55%
Called security guard/the Police.	2	10.00%	0	0.00%
Filed a formal complaint with the head of my department.	0	0.00%	0	0.00%
Took several days off, was afraid to go to work.	0	0.00%	0	0.00%
Visited psychologist or other mental health professional.	0	0.00%	1	1.89%
Wanted to take action, but did not know what to do.	3	15.00%	4	7.55%
Didn't do anything, acted as if everything was normal.	3	15.00%	5	9.43%
Other.	2	10.00%	1	1.89%

* $p < .05$. ** $p < .01$. *** $p < .001$.

2.2.12.1. In the past 12 months, what did you do after you were bullied by students? (Please check ALL that apply.) - Other. Please describe:

Table 2.2.29 *Other action took by teachers after being bullied by students inserted*

American Sample	Chinese Sample
“I had a co-teacher in my room. She basically took over teaching for me for the rest of the year in a couple classes.”	“Resolved with humor”
“Tried to determine the root cause of the bullying”	

2.2.13. In the past 12 months, how did you feel after experiencing students' bullying behaviors against you? (Please respond to ALL.) – This item has single answer.

Table 2.2.30 *Teachers' emotional responses after being bullied by students*

Responses	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
I felt powerless. (US Total=20, CN Total=44)	1 Strongly disagree	1	5.00%	9	20.45%
	2 Disagree	6	30.00%	10	22.73%
	3 Neither agree nor disagree	3	15.00%	4	9.09%
	4 Agree	8	40.00%	13	29.55%
	5 Strongly agree	2	10.00%	8	18.18%
I felt angry. (US Total=20, CN Total=44)	1 Strongly disagree	1	5.00%	1	2.27%
	2 Disagree	2	10.00%	1	2.27%
	3 Neither agree nor disagree	3	15.00%	7	15.91%
	4 Agree	12	60.00%	18	40.91%
	5 Strongly agree	2	10.00%	17	38.64%
I felt ashamed as a teacher. (US Total=20, CN Total=42)	1 Strongly disagree	6	30.00%	5	11.90%
	2 Disagree	5	25.00%	4	9.52%
	3 Neither agree nor disagree	4	20.00%	9	21.43%
	4 Agree	4	20.00%	14	33.33%
	5 Strongly agree	1	5.00%	10	23.81%
I was afraid to go to work. (US Total=19, CN Total=39)	1 Strongly disagree	8	42.11%	20	51.28%
	2 Disagree	5	26.32%	14	35.90%
	3 Neither agree nor disagree	5	26.32%	5	12.82%
	4 Agree	1	5.26%	0	0.00%
	5 Strongly agree	0	0.00%	0	0.00%
I was worried my fellow teachers would judge me as a poor teacher. (US Total=20, CN Total=39)	1 Strongly disagree	5	25.00%	17	43.59%
	2 Disagree	4	20.00%	9	23.08%
	3 Neither agree nor disagree	3	15.00%	6	15.38%
	4 Agree	6	30.00%	5	12.82%
	5 Strongly agree	2	10.00%	2	5.13%
I was worried school administrators would judge me	1 Strongly disagree	3	15.00%	15	37.50%

as a poor	2 Disagree	3	15.00%	10	25.00%
teacher. (US	3 Neither agree nor disagree	5	25.00%	7	17.50%
Total=20, CN	4 Agree	5	25.00%	7	17.50%
Total=40)	5 Strongly agree	4	20.00%	1	2.50%
I was concerned	1 Strongly disagree	6	30.00%	9	23.08%
students'	2 Disagree	2	10.00%	3	7.69%
parents would	3 Neither agree nor disagree	2	10.00%	8	20.51%
consider me as	4 Agree	8	40.00%	16	41.03%
a teacher who	5 Strongly agree	2	10.00%	3	7.69%
cannot control					
the classroom.					
(US Total=20,					
CN Total=39)					
I was worried	1 Strongly disagree	8	40.00%	8	20.00%
my students	2 Disagree	5	25.00%	11	27.50%
would laugh at	3 Neither agree nor disagree	3	15.00%	3	7.50%
me. (US	4 Agree	4	20.00%	14	35.00%
Total=20, CN	5 Strongly agree	0	0.00%	4	10.00%
Total=40)					
I was worried I	1 Strongly disagree	6	30.00%	4	9.30%
would be	2 Disagree	1	5.00%	3	6.98%
disrespected by	3 Neither agree nor disagree	4	20.00%	9	20.93%
my students.	4 Agree	5	25.00%	20	46.51%
(US Total=20,	5 Strongly agree	4	20.00%	7	16.28%
CN Total=43)					

2.2.13.1. In the past 12 months, how did you feel after experiencing students' bullying behaviors against you? (Please respond to ALL.) – Other.

Table 2.2.31 *Teachers' other emotional responses after being bullied by students inserted*

American sample	Chinese sample
N/A	<p>"I cannot really distinguish joking and bullying. Sometimes, I was called using weird voices, I cannot really tell if students did that with good or bad intentions."</p> <p>"I was worried students cannot become individuals who can contribute to our country."</p> <p>"I was worried other students would imitate bad behaviors."</p> <p>"I was worried it would affect the class climate."</p>

2.2.14. Please select ONE, most stressful incident of bullying behavior that you witnessed where a student's bullying behavior was used against another teacher during the past 12 months. Please answer the following questions:

What happened?

- **American Sample**

- 1. Physical bullying**

- "A student got angry for not getting his way and threw a book at my chest."
- "I was punched and kicked in the classroom in front of a class of students."
- "Student was unhappy about be assigned a tardy to class. Then the student insisted he should go to the restroom and later get a drink. Both were denied. The student came up from behind and moved to my front and pretended to choke me."
- "Pushed down"

- 2. Verbal bullying**

- "A student mentioned to the class how I was a great teacher. Another student responded saying, "Well I think otherwise." I said, "Excuse me?" He replied, "What? I'm entitled to my own opinion.""
- "A student was using her phone in the classroom and I confiscated it. The student was using another student's phone and both girls became upset with me for taking it. As I was walking them down to the front office to get the phone (per our school policy), they were screaming at me and belittling me the entire way."
- "A student refused to work. I gave him an option of working individually or with a group. He was upset, started to cuss at me. He continued to be disrespectful. I gave him a second option, work at my table or go to the office. He said he wanted to go to the office. I said, "ok, let's go." He said, "you will have to pick me up and carry me there." I said, "you chose the office, would you rather work?" He said, "no, I choose the office." I wrote him up, went to the office and the principal came and removed him from my room."
- "A student approached me after class and said they were going to get his dad to beat me up."
- "Student made verbal comments about my whiteness (I work in a school where I am the minority)"
- "Student started yelling "Can I murder you?" Kept yelling it repeatedly."
- "Student began berating and calling me names."
- "The student refused to do work and called me names and yelled and screamed and threw pencil and chair towards me."
- "Verbal bullying. A student called me out of my name and refused to follow directions."

- 3. Relational bullying**

- "A student came to my room, announced that he was going to be bad that day and then proceeded to repeatedly interrupted me, saying things to undermine my authority and lead the other students away from following my instructions. When sent to the hall, he continued to talk loudly, preventing me from bringing order to the rest of the class."

- “A student constantly questioned my authority during a class assignment and tried to make me look like I was the student instead of them. Basically, tried to be the class clown.”
- “Student challenged my authority and abilities as a faculty.”
- “student questioned my rules and discipline style”
- “Student was questioning my classroom policies and assignments then proceeded to use his IEP and the current behavior plan against me to initiate a negative interaction.”

- **Chinese Sample**

1. **Physical bullying**

- “The student was mad at me, the student showed the middle finger to me”
- “Deflated my tire”

2. **Verbal bullying**

- “Arguing in person”
- “One 4th grade boy was joking with other students, saying: “XX teacher’s breasts are covered with a bra”. He was laughing while saying it.”
- “Arguing”
- “I asked the student who does not do homework constantly to have detention. He was very angry in the classroom. I heard that he said he would kill me after he graduates.”
- “Provoking me verbally”
- “Attacking me verbally”
- “Arguing with me” - 2 people inserted the same answer
- “Joking about my name”
- “The student insulted me in a note.”
- “Verbal bullying”
- “Cursing”

3. **Cyberbullying**

- “Threatening me using Wechat app”
- “Provoking me using text message”
- “Spreading rumors on the internet, hitting and kicking me, harassing me using phone calls.”

4. **Relational bullying**

- “did not follow instruction”
- “Talking about things which were not related to coursework in class”
- “talking loudly in the classroom, did not follow instruction”
- “In school bus, student did not follow my instruction, and used bad language towards me.”
- “did not follow instruction in class, intentionally disrupt the class”
- “Student used self-studying class time to write online novel. I stopped the student, and discussed the advantages and disadvantages of writing online novels with the entire class.”
- “Student violated class rules, and refused to answer any question while talking to the student.”

- “student’s parent questioned my abilities as a teacher” – this teacher indicated that this bullying behavior is caused by one student’s behavior – using cell phone in class, and being absent in self-studying class in the how it happened question.
 - “student ignored my instruction, and showed strong resistance towards my criticism”
 - “student did not follow my instruction and argued with me”
 - “I said that he talked in class, but he denied in front of everyone.”
 - “ignored class rules”
 - “student did not complete the homework using the instructions”
 - “Ignoring”
- 5. Sexual bullying**
- “Flittering with me in public”

How did it happen?

- **American sample**

- 1. Students got punished for incorrect behavior.**

- “A student responded with receiving a detention for sleeping in class, by cursing and then refusing to leave the room.”
 - “A student responded with receiving a detention for sleeping in class, by cursing and then refusing to leave the room.”
 - “Put a child in a time out...he yelled ‘I hate white people’”

- 2. Students did not respond well when teachers were correcting their behaviors.**

- “I was following our school policy and enforcing a no cell phone policy in my classroom. The girls felt that they should not have to follow the rules.”
 - “Tried to redirect misbehaving student.”
 - “Student reacted negatively when asked to put away a cell phone while in class.”

- 3. Students did not follow instruction or rules, complete schoolwork.**

- “A student refused to work. I gave him an option of working individually or with a group. He was upset, started to cuss at me. He continued to be disrespectful. I gave him a second option, work at my table or go to the office. He said he wanted to go to the office. I said, “ok, lets go.” He said, “you will have to pick me up and carry me there.” I said, “you chose the office, would you rather work?” He said, “no, I choose the office.” I wrote him up, went to the office and the principal came and removed him from my room.”
 - “It happened as a result of him not completing necessary work despite classroom interventions and strategies. He then went to another teacher and reported that my actions did not align with the behavior plan or his IEP.”
 - “The student became angry about a task that she was asked to complete.”
 - “All of my statements were questioned. All answers from the student were off topic and every time they were answered he giggled and looked around for approval.”
 - “Talking over everyone and me. Ignoring people in conversation. Devisive and exclusionary behavior. Generally disrespectful.”

- 4. Students were physically or verbally attacking the teacher.**

- “Guy pushed me”
 - “student called me out in class”

- “The student tossed a juice box, and when I picked it up and was standing up from bending down, he had his fists up and punched me in the stomach.”
- 5. Students’ bullying behavior happened without a warning sign.**
- “He got slowly more and more angry until the outburst.”
- “In the beginning of class. Everyone was getting their books and taking a seat.”
- “suddenly”
- **Chinese sample**
 - 1. Students got punished for incorrect behavior.**
 - “From the backdoor mirror of the classroom, I saw him talking in class. I changed his seating spot in front of other students. He got very upset.”
 - 2. Students did not respond well when teachers were correcting their behaviors.**
 - “The student did not follow classroom rules. I tried to manage the student’s behavior, but the student argued with me.”
 - “The student did not follow rules during self-studying session after lunch. Tried to stopped the student, but did not have any positive result.”
 - “The student was sleeping on the desk, and was called to wake up”
 - “The student was violating classroom rules. I went to stop the student’s behavior, but he did not listen to me.”
 - “I criticized him.”
 - “I criticized him, and I asked him to complete the homework after that day’s class”
 - “The student used cell phone in class. Also the student did not show up in evening self-studying class.”
 - “Student thinks that self-studying class time can be used freely by students. I think that self-study class should be used for studying. Also, writing online novels can be addictive. This would waste studying time. I think the student should not write the novel in class.”
 - 3. Students did not follow instruction or rules, complete schoolwork.**
 - “I gave the student some instruction while the student was doing homework, but the student refused to follow my instruction.”
 - “The student did not listen in class.”
 - “The student did not follow classroom rules.”
 - “chatting in class.”
 - “The student was talking in class.”
 - “I was managing the class’ daily work, the student did not follow my instruction.”
 - “The student was late”
 - “I mentioned the class rules and instructions, the student did not follow my instructions.”
 - “Because I asked the student to leave the office.”
 - “I gave him normal instructions”
 - “Sometimes the student did not turn in all the homework.”
 - “It happened in class” – teacher indicated that the student did not want to follow instruction in the previous question
 - “Discussing with the entire class about creating a Spring break daily schedule” – teacher indicated that the student did not want to do the work in the previous question
 - “Because a small thing happened in class.” - teacher indicated that the student talked about things which were not course-related in class in the previous question.

4. Students were trying to get attention.

- “She intentionally spoke out things which are not course related during class time”
- “When I was teaching first graders, the main teacher told students about my First name XX, and told them that they could call me XX Teacher, (XX is my first name). But the student kept calling me using my first name, and did not say Teacher after a long time.”

5. Students’ bullying behavior happened without a warning sign.

- “It happened suddenly, without any warning.”
- “In the cafeteria while other students are eating.”
- “Happened during having activities with students”
- “when students were talking to each other after class”

6. Other

- “Students were joking with each other, but it got out of hand. They got mad.”
- “Student A told student B to work hard on studying. Student A pretended the instruction came from me. These two students argued. Then student B threatened me using Wechat.”
- “One student argued and fought with several students, and did not complete homework”
- “The student stopped me from talking about vocational schools. The student said the teacher is violating students’ rights to get education.”
- “Miscommunication.”

Why did it happen, do you think?

• American sample

1. Problem of the student – characteristics/personality

- “He has a lot of anxiousness. He constantly is disrespectful and argumentative.”
- “his frustration and issues staying on task or remaining seated to work. Also we were in the middle of high stakes State required testing. Stressfull for all. We were also not in out normal classroom”
- “Student was "testing" me as new teacher.”
- “Student wants to do as he pleases, very impulsive, doesn't like school/me, could be a myriad of reasons”
- “Student was angry”
- “To seek attention and to challenge what I would do after.”
- “This student is extremely limited in his processing ability and overall cognitive function. However, his social/emotional skills present as typical for his age. Much of what he does is to hide the fact that he requires special education as he has made it clear that he does not want services, nor does he believe that he needs them. He simply reminds us that school is "hard". By blaming me, his case manager and science teacher, for his frustrations and limitations it takes the pressure off him to appear different from his peers.”

2. Problem of the teacher

- “I was a new teacher, uncertain about classroom management, a shy/timid personality and he sensed he could have power over me.”

3. Other problem led to the bullying behavior

- “He was not allowed to do the activity that he wanted to do.”
- “I told him he could not have his phone out and took it from him.”
- “The other students were laughing at him when I woke him up, and he became angry.”

- “the student was angry he was being reprimanded for his behavior”
- “The student was angry that he was asked to do classwork.”
- “The student was part of a peer judiciary committee and was also a member of a semester elective. Students are expected to participate in collaborative activities and this student made a decision that impacted the whole class in a negative way. The bullying only started when the student became upset with me for pointing out the impact of her decision. The bullying then was felt in the judiciary committee and spilled over to other members of the committee.”
- “The task was difficult and she decided to take it out on me instead of doing the work.”

4. Other

- “Did not see me”
- “When I contacted home about the situation, the girls' parents reprimanded me for taking the cell phone. If a student is taught that they do not have to follow a teacher's rules and that the parent will get the teacher in trouble if they don't do what the student asks, it makes it difficult to be effective.”

• Chinese sample

1. Problem of the student – characteristics/personality

- “Student should call me as Teacher Liu (teacher’s last name). I was thinking if students call me with first name, we could get be closer.”
- “The student is being unreasonable.”
- “The student wanted to get attention.”
- “The student has bad manner”
- “Student’s learning habit needs to be improved.”
- “Student’s personality.”
- “Student was rude”
- “The student did not want to follow my instruction.”
- “Student has too much so called personality”
- “Student lacks self-regulation.”
- “The student was not mature.”
- “The student tended to have bad behaviors. I pointed out the student’ problem in front of other students.”
- “Student cannot follow instruction”
- “The boy had negative attitude. I criticized him many times. I think I should change my way of dealing with this problem.”
- “The student thought it was not problematic to show me the middle finger.”

2. Problem of the teacher

- “I did not have classroom management skills.”
- “Teachers’ management skills.”

3. Other problem led to the bullying behavior

- “Students did not want to do homework.”
- “The student did not want to go to vocational school.”
- “That student’s family is too strict, they put too much pressure on the student. The student needs to release pressure in school. The school does not have appropriate system or ways to deal with this kind of student.”

- “Some students are lacking the abilities to complete homework. Cannot follow the knowledge being taught.”
- “The parents and the student did not understand the truth.”
- 4. Problem between teacher and student**
- “The problem between teacher and student.”
- “It happens naturally when there is more interaction with students.”
- 5. Other**
- “Student’s freedom and school rules conflict each other.”
- “miscommunication”
- “No restriction on the student.”
- “The student is lacking parenting. The student’s attitude is wrong.”
- “I did not know.”
- “Student’s overall characteristics, family influence. Student is going through puberty and wants to get attention”
- “School did not manage students well. The student has bad manner. The most important thing is that the school did not follow rules to manage students’ bad behaviors.”
- “Student’s family caused student’s bad behavior. The student did not follow rules, and wanted to do whatever he/she wanted.”

How was the situation resolved?

- **American sample**

- 1. Resolved by teacher**

- “I gave him that look, he said you know I wouldn’t do it.”
- “I just spoke with the student and helped him understand.”
- “She was allowed to cool down and then we talked and she picked up her things and apologized to me and completed the work.”

- 2. Involved with administrator**

- “A meeting with administration in which they reassured me that they understood the situation, agreed with the way I was handling things, and that continuing to stick with the plan would be in the best interest of the student.”
- “I called home and wrote a referral for each student. They were called into the vice principal’s office to discuss their actions.”
- “I contacted the principal. I told him, “It’s unfortunate you feel this way, but because of your rude behavior, you will not be a part of our class today because we don’t need negativity.””
- “I sent him to the office. I believe parent contact was made. I’m unsure if he had ISS or another consequence.”
- “Principal next day had conversation with student, then a meeting involving me, principal, and parents occurred, but nothing changed.”

- 3. Involved with other teachers**

- “Co teacher intervened with reminder of classroom rules”

- 4. Involved with more than 1 support agencies**

- “had a meeting with father and principal”

- 5. Did not resolve**

- “It has gotten worse during the year so I have not resolved it.”

6. Other

- “Security came and removed him from class.”
- “He apologized”
- “He went to the office. I am not sure the punishment, I am assuming a detention.”
- “Said sorry”
- “She graduated.”
- “The student was secluded.”
- “The student was removed from the classroom and taken to the office by other staff.”

• Chinese sample

1. Resolved by teacher

- “I denounced him with a higher voice. I also talked with him afterwards.”
- “Talked with the student” – 4 people inserted the same answer
- “I talked with the student in person.”
- “Criticized and educated the student.”
- “I confronted the student”
- “I told the student who pretended to be me and gave fake instructions to the other student, to not lie in the future.”
- “I gave students with honest feedback regarding bad and good behavior.”
- “I forcefully stopped the student.”
- “Stopped the student from taking classes, stopped free lunch break.”
- “I said if my judgement was wrong, I could apologize to him, but if he did talk in class, he should admit his mistake and change his behavior.”
- “I reminded students the classroom rules, criticized the student’s bad behavior, and ignored the behavior.”
- “I stopped the student’s bad behavior and gave instruction quickly.”

2. Involved with parents

- “Talked to parents and student.”
- “Talked with the parents”

3. Involved with school administrator

- “It was resolved by the school.”
- “I sent the student to school administrator, and asked them to talk to the student.”

4. Involved with other teachers

- “I told the main teacher.”

5. Involved with more than one support agencies

- “I told the parents about the situation, and told them to discuss about sex education with the student. I also criticized the student.”
- “Talked with the parents, and school administrator. The student only apologized in writing. Afterwards, the student still threatened me through phone calls.”

6. Ignored

- “I ignored it.”
- “I didn’t do anything”
- “I acted like I did not hear it. I did not talk with the student about this. But I think I told the student’s main teacher about it.”
- “Tried to stop, and I ignored it.”

- “I tried to help the student with coursework, but the student still could not catch up with others. There was nothing I could do.”
- “I used a joke to resolve the problem.”

7. Did not resolve

- “Did not resolve.”
- “Did not resolve!!!”

8. Other

- “The student was pulled away by other students.”
- “I tried to change my mood.”

How did the incident impact you emotionally?

• American sample

1. Negative effect on emotion

- “I actually have dreaded having the student in class because I do not want to look like a ruthless teacher or feel embarrassed by one of my own students. I don't feel like I have much authority.”
- “I felt challenged and very belittled because it was in front of the class. This is a kid who I constantly try to redirect. I consider my lesson plans to sometimes revolve around his behavior (and some of the others). I communicate with him one-on-one and come up with strategies of motivation. Still, I felt like my efforts were meaningless.”
- “I was embarrassed and frustrated that the student was so out of control.”
- “I was exhausted and it was hard to return to my class and teach.”
- “I was very angry at first, however, I have resigned myself to the fact that the plan in place is much different from anything I have done before and that I can continue down this path as the case manager knowing that i have the support of my admin.”
- “It made for an emotionally challenging year.”
- “It made me think that I was not a good teacher.”
- “It made me worried to go to class.”
- “It occupied my thoughts and took up a lot of time. I worried and felt a failure.”
- “It just irritated me”
- “Viewed it as incapability of managing a class, worried that administration views me as a poor teacher.”

2. Negative effect on teaching

- “It occurred the first month of school and it took a while to get that class back.”
- “It was difficult keeping the class under control.”
- “It was stressful and upsetting to be called names and to have things thrown at me.”
- “These two have been reaffirmed that they will not get in trouble for anything that happens in my class. It makes it difficult for me to hold them to the high expectations of my classroom and follow our BIST model when I know that their parents will harass me when I call home (following our school's policy).”

3. No effect

- “did not”
- “Minimally. I was able to interact with the student normally after that.”

4. Other

- “i realized just how much the students listen to their parents complaints and how much parents talk about others in front of their children”

- **Chinese sample**

- 1. Negative effect on emotion**

- “Feel frustrated that students did not respect me.”
- “Do not want to interact with the student. I was traumatized by boys in that age. I don’t think they are innocent anymore.”
- “Feel ashamed and powerless as an educator.”
- “Feel I have not dignity as a teacher, feel not being respected.”
- “Feel I have not dignity as a teacher. Don’t feel good about my achievement”
- “Did not like the fact that students do not respect teachers! Feel very tired being a teacher.”
- “Hate teaching, feel very sad”
- “Disappointed”
- “Felt very sad during and after the incident. Felt everything I did for him was worthless. Doubted if I did not communicate well with student. Also felt scared that if a tall boy like him would hurt me.”
- “Very sad”
- “Very powerless”
- “Felt powerless”
- “Felt angry during the incident, but forgot about it afterwards.”
- “Very angry. Because student was rude to me and arguing with me without good reason.”
- “Felt upset. Felt helpless that some students cannot be educated.”
- “Felt angry”
- “Angry”
- “Felt wasted my energy”
- “Very upset with the parents’ behavior. Do not want to communicate with them.”
- “Felt upset”

- 2. Negative effect on teaching**

- “Did not want to work.”
- “Did not want to be a teacher!”
- “Cannot complete daily work”
- “Affected my mood in teaching classes”

- 3. No impact**

- “No impact” – 3 people inserted the same answer
- “No effect”

- 4. Other**

- “Felt that I should pay more attention to the way I manage students, and timing.”
- “Negative”
- “Felt authority was challenged”
- “I am used to it.”
- “Feel that I should not be too serious with students while working.”

How did the incident impact your professional reputation and relationship with others as a teacher?

- **American sample**

- 1. Did not tell others about the bullying incident**

- “Another teacher does not have the same problems with the student so I feel like I cannot share with her because she thinks it stems from my classroom management.”
 - “Didn't tell others about what happened, but it feels like everyone pities me.”

- 2. Negative effect**

- “She complained to a new administrator who had little knowledge of me or my classroom pedagogy. It may have cost me a leadership position.”
 - “The response of my assistant principal or lack thereof made me hesitant to step outside of my basic duties for a while.”
 - “This specific incident? Probably not much of an impact. All the incidents together? Definitely made an impact. Rumors that I was going to be fired. I also started keeping to my classroom more instead of talking to other teachers.”
 - “It made me seem like I was not a strong enough teacher.”
 - “It had no bearing on it, though I do think the collaborative relationship I had with the second teacher involved has been compromised a bit.”

- 3. no effect**

- “did not”
 - “It didn't” – 2 people inserted the same answer
 - “No effect.”
 - “No impact”
 - “none if anything they are amazed how patient I am.”
 - “My administration felt that I handled the situation appropriately (following school procedures) and knew that their behavior in my classroom was consistent with their behavior in general. This did not negatively impact my professional reputation.”

- 4. Supported by other teachers or administrators**

- “Every teacher is supportive of me. Some teachers think he should be suspended. While I do not agree with that, I do think that there needs to be a solution that really empowers a teacher and redirects a student's behavior to a positive outcome.”
 - “I had good support from the counselor and principal.”
 - “I was more respected because I stood up and made sure to tell the student how things need to be and told the parent the same thing, it is all good now.”
 - “The other adults in the room saw everything and told my administrator the same story.”

- **Chinese sample**

- 1. Negative effect**

- “The student and I did not have good relationship as before.”
 - “It affected other students' attitude towards me as a teacher. There might be more students who do not follow instruction”
 - “I felt that I cannot manage students' behaviors.”
 - “Affected my image among my students. I could easily lose authority.”
 - “Did not have good relationship with the student and the parents.”
 - “It affected my authority in my class.”

- “Lost authority as a teacher.”
- “Affected other students’ attitude towards teachers.”
- “Affected my authority”
- “Affected a little”
- “My authority was challenged. Worried other students would imitate the bad behavior.”
- “I am worried other students would be influenced.”
- “Had little impact”
- “Student got bad grade. Felt that I cannot teach.”
- “Negative impact”

2. no effect

- “I tried to make positive impact on students. Did not affect me.”
- “I think there is no impact”
- “No impact.” – 12 people inserted the same answer
- “No impact, was resolved without involving others”
- “No impact, because I believe in justice.”
- “No impact. Students really like me, even more than they like their main teacher.”

- **Theme 2 –Personal experiences - Part 2 Others’ responses-actions took by others**

2.2.15. In the past 12 months, what actions did OTHERS take after students bullied you? (Please check ALL that apply.)

Table 2.2.32 *Action took by others after teachers were bullied by students – reported by bullying victims*

Choices	American Sample (Total=19)		Chinese Sample (Total=53)	
	Number of teachers	Percentage	Number of teachers	Percentage
Tried to help making a plan to intervene with the students’ bullying behavior against me.	7	36.84%	15	28.30%
Tried to help coming up with strategies preventing students’ bullying behavior against teachers.	6	31.58%	5	9.43%
Recommended reminding the student(s) who bullied me of classroom or school rules.	10	52.63%	17	32.08%
Recommended taking several days off.	1	5.26%	1	1.89%
Recommended communicating with the student(s) who bullied me.	4	21.05%	11	20.75%
Recommended talking to the student’s parents, who bullied me.	10	52.63%**	11	20.75%
Recommended reporting the incident to school administrators.	7	36.84%**	3	5.66%
Recommended asking the student(s) who bullied me to be suspended.	3	15.79%	4	7.55%
Recommended asking for help from other teachers in the same school.	1	5.26%	2	3.77%
Recommended talking to others outside of school.	0	0.00%	0	0.00%
Recommended calling security guard/the Police.	1	5.26%	0	0.00%
Recommended filing a formal complaint with the head of my department.	0	0.00%	0	0.00%
Recommended visiting psychologist or other mental health professional.	0	0.00%	0	0.00%
Recommended taking no action.	1	5.26%	3	5.66%
Other.	0	0.00%	2	3.77%
Did not take any action.	7	36.84%	11	20.75%
They wanted to take action, but they did not know what to do.	1	5.26%	3	5.66%

** $p < .01$.

2.2.15.1 In the past 12 months, what actions did OTHERS take after students bullied you? (Please check ALL that apply.) - Other

Table 2.2.33 *Other action took by others after teachers were bullied by students – inserted by bullying victims*

American sample	Chinese sample
N/A	“Recommended try not to interact with the bully”
	“Did not tell others”

2.2.16. In the past 12 months, how effective do you think the following individuals were at handling students' bullying behaviors against you? (Please respond to ALL.) - This item has single answer.

Table 2.2.34 *Effectiveness of support agencies – reported by bullying victims*

Support agencies	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
School administrators (US Total=20, CN Total=50)	0 Did not provide help	2	10.00%	18	36.00%
	1 Very ineffective	1	5.00%	3	6.00%
	2 Ineffective	5	25.00%	6	12.00%
	3 Neutral	6	30.00%	8	16.00%
	4 Effective	6	30.00%	14	28.00%
Other teachers in the same school. (US Total=20, CN Total=46)	5 Very effective	0	0.00%	1	2.00%
	0 Did not provide help	2	10.00%	8	17.39%
	1 Very ineffective	0	0.00%	3	6.52%
	2 Ineffective	2	10.00%	6	13.04%
	3 Neutral	9	45.00%	10	21.74%
Students in the same school. (US Total=20, CN Total=45)	4 Effective	6	30.00%	17	36.96%
	5 Very effective	1	5.00%	2	4.35%
	0 Did not provide help	2	10.00%	14	31.11%
	1 Very ineffective	0	0.00%	1	2.22%
	2 Ineffective	4	20.00%	10	22.22%
Students' parents, who study in the same school. (US Total=19, CN Total=46)	3 Neutral	10	50.00%	9	20.00%
	4 Effective	2	10.00%	10	22.22%
	5 Very effective	2	10.00%	1	2.22%
	0 Did not provide help	6	31.58%	15	32.61%
	1 Very ineffective	1	5.26%	2	4.35%
School psychologist. (US Total=19, CN Total=44)	2 Ineffective	2	10.53%	9	19.57%
	3 Neutral	7	36.84%	11	23.91%
	4 Effective	1	5.26%	8	17.39%
	5 Very effective	2	10.53%	1	2.17%
	0 Did not provide help	9	47.37%	24	54.55%
School counselor. (US Total=19, CN Total=44)	1 Very ineffective	1	5.26%	0	0.00%
	2 Ineffective	1	5.26%	6	13.64%
	3 Neutral	5	26.32%	6	13.64%
	4 Effective	3	15.79%	7	15.91%
	5 Very effective	0	0.00%	1	2.27%
School counselor. (US Total=19, CN Total=44)	0 Did not provide help	6	30.00%	24	54.55%
	1 Very ineffective	1	5.00%	0	0.00%
	2 Ineffective	3	15.00%	6	13.64%

Total=20, CN Total=44)	3 Neutral	7	35.00%	9	20.45%
	4 Effective	3	15.00%	4	9.09%
	5 Very effective	0	0.00%	1	2.27%
Social worker. (US Total=19, CN Total=44)	0 Did not provide help	9	47.37%	25	56.82%
	1 Very ineffective	1	5.26%	0	0.00%
	2 Ineffective	1	5.26%	12	27.27%
	3 Neutral	7	36.84%	6	13.64%
	4 Effective	1	5.26%	0	0.00%
	5 Very effective	0	0.00%	1	2.27%
Friends outside of the school. (US Total=20, CN Total=44)	0 Did not provide help	5	25.00%	18	40.91%
	1 Very ineffective	0	0.00%	1	2.27%
	2 Ineffective	0	0.00%	9	20.45%
	3 Neutral	9	45.00%	6	13.64%
	4 Effective	4	20.00%	7	15.91%
	5 Very effective	2	10.00%	3	6.82%
Spouse. (US Total=19, CN Total=43)	0 Did not provide help	5	26.32%	15	34.88%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	0	0.00%	6	13.95%
	3 Neutral	9	47.37%	4	9.30%
	4 Effective	5	26.32%	13	30.23%
	5 Very effective	0	0.00%	5	11.63%
Boyfriend or girlfriend. (US Total=18, CN Total=43)	0 Did not provide help	6	33.33%	16	37.21%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	0	0.00%	7	16.28%
	3 Neutral	9	50.00%	5	11.63%
	4 Effective	2	11.11%	12	27.91%
	5 Very effective	1	5.56%	3	6.98%
Your parents. (US Total=20, CN Total=43)	0 Did not provide help	8	40.00%	17	39.53%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	0	0.00%	7	16.28%
	3 Neutral	7	35.00%	9	20.93%
	4 Effective	3	15.00%	7	16.28%
	5 Very effective	2	10.00%	3	6.98%

2.2.16.1. In the past 12 months, how effective do you think the following individuals were at handling students' bullying behaviors against you? (Please respond to ALL.) - This item has single answer. - Other people who helped

Table 2.2.35 *Other people who help teacher after they were bullied by students*

American sample	Chinese sample
N/A	"The impact was not serious enough to tell others"

2.3. Theme 3 - Bystander experience – Part 1: Bullying forms, frequency, and location

10 American teachers and 29 Chinese teachers took the survey for witnessing students bullying others teachers.

2.3.1 In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following physical bullying behaviors? (Please check ALL the behaviors you witnessed.)

Table 2.3.1 *Bystander experience with students' physical bullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=29)	
	Number of teachers	Percentage	Number of teachers	Percentage
Hurting the teacher with body part.	0	0.00%	2	6.90%
Hurting the teacher with object.	0	0.00%	3	10.34%
Physically threatening or intimidating the teacher without touching.	0	0.00%	1	3.45%
Damaging the teacher's property.	3	30.00%*	1	3.45%
Taking away the teacher's property.	2	20.00%	4	13.79%
Other.	1	10.00%	1	3.45%
None of above.	7	70.00%	20	68.97%

* $p < .05$.

2.3.1.1 In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following physical bullying behaviors? (Please check ALL the behaviors you witnessed.) - Other. Please specify:

Table 2.3.2 *Bystander experience with students' other physical bullying behaviors inserted*

American Sample	Chinese Sample
"Taking Test Answers"	"Made teacher's clothes dirty from behind"

2.3.1.2 If you have witnessed students' physical bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.3 *Bystander experience with students' physical bullying behaviors frequency*

American sample (Total=3)		Chinese Sample (Total=8)	
Number of times	Number of teachers	Number of times	Number of teachers
3	2	1	1
5	1	2	5
		3	1
		5	1

2.3.2 In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following verbal bullying behaviors? (Please check ALL the behaviors you witnessed.)

Table 2.3.4 *Bystander experience with students' verbal bullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=29)	
	Number of teachers	Percentage	Number of teachers	Percentage
Teasing.	6	60.00%	8	27.59%
Calling names.	3	30.00%	14	48.28%
Threatening (verbal).	1	10.00%	2	6.90%
Cruel criticism.	5	50.00% **	1	3.45%
Belittling.	6	60.00%	12	41.38%
Cursing.	3	30.00%	10	34.48%
Other.	0	0.00%	3	10.34%
None of above.	1	10.00%	6	20.69%

** $p < .01$.

2.3.2.1 In the past 12 months, have you witnessed students’ intentional intimidation or disrespect against other teachers through the following verbal bullying behaviors? (Please check ALL the behaviors you witnessed.) - Other

Table 2.3.5 *Bystander experience with students’ other verbal bullying behaviors inserted*

American sample	Chinese sample
N/A	“Rudely responded to my management” “Found other people to threaten me”

2.3.2.2 If you have witnessed students’ verbal bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.6 *Bystander experience with students’ verbal bullying behaviors frequency*

American sample (Total=8)		Chinese Sample (Total=20)	
Number of times	Number of teachers	Number of times	Number of teachers
1	1	1	3
3	1	“1-2”	1
“3-4”	1	2	7
5	3	3	2
10	1	“2-3”	2
“Each time I enter her classroom.”	1	4	1
		5	1
		“Multiple times”	2
		Did not indicate frequency – “Answering question with bad attitude”	1

2.3.3 In the past 12 months, have you witnessed students’ intentional intimidation or disrespect against other teachers through cyberbullying behaviors in the following forms of electronic communications? (Please check ALL that apply.)

Table 2.3.7 *Bystander experience with students’ cyberbullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=28)	
	Number of teachers	Percentage	Number of teachers	Percentage
E-mail.	0	0.00%	1	3.57%
Online instant messaging.	2	20.00%	5	17.86%
Text messages, text pictures, or text videos.	2	20.00%	2	7.14%
Phone calls.	0	0.00%	1	3.57%
Online games.	0	0.00%	0	0.00%
Websites.	2	20.00%	2	7.14%
Other.	0	0.00%	0	0.00%
None of above.	8	80.00%	19	67.86%

2.3.3.1 If you have witnessed students’ cyberbullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.8 *Bystander experience with students’ cyberbullying behaviors frequency*

American sample (Total=1)		Chinese Sample (Total=8)	
Number of times	Number of teachers	Number of times	Number of teachers
2	1	1	5
		“1-2”	1
		“Not many times”	1
		Did not indicate frequency – “used QQ app to express anger, but did not mention my name”	1

2.3.4 In the past 12 months, have you witnessed students intentionally challenging other teachers' authority or damaging other teachers' reputation through the following relational bullying behaviors? (Please check ALL the behaviors you witnessed.)

Table 2.3.9 *Bystander experience with students' relational bullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=28)	
	Number of teachers	Percentage	Number of teachers	Percentage
Ignoring the teacher's instructions.	9	90.00%	16	57.14%
Arguing with the teacher rudely.	10	100.00% **	12	42.86%
Spreading rumors about the teacher.	4	40.00%	4	14.29%
Gossiping about the teacher.	5	50.00%	10	35.71%
Other.	0	0.00%	0	0.00%
None of above.	0	0.00%	2	7.14%

** $p < .01$.

2.3.4.1 If you have witnessed students' cyberbullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.10 *Bystander experience with students' relational bullying behaviors frequency*

American sample (Total=8)		Chinese Sample (Total=20)	
Number of times	Number of teachers	Number of times	Number of teachers
1	1	1	7
"3 or 4"	1	2	2
6	1	"2-3"	2
10	2	3	5
20	2	4	2
"Each time I enter her room"	1	"5-6"	1
		"Multiple times"	1

2.3.5 In the past 12 months, have you witnessed students' intentional intimidation or disrespect against other teachers through the following sexual bullying behaviors? (Please check ALL the behaviors you witnessed.)

Table 2.3.11 *Bystander experience with students' sexual bullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=28)	
	Number of teachers	Percentage	Number of teachers	Percentage
Inappropriate touching.	0	0.00%	1	3.57%
Giving/sharing sexual comments.	0	0.00%	0	0.00%
Talking/sharing sexual jokes.	0	0.00%	2	7.14%
Leering or staring.	1	10.00%	2	7.14%
Sexual assault.	0	0.00%	0	0.00%
Other.	0	0.00%	0	0.00%
None of above.	9	90.00%	23	82.14%

2.3.5.1 If you have witnessed students' sexual bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.12 *Bystander experience with students' sexual bullying behaviors frequency*

American sample (Total=0)		Chinese Sample (Total=4)	
Number of times	Number of teachers	Number of times	Number of teachers
N/A		1	1
		2	1
		3	2

2.3.6 In the past 12 months, have you witnessed students' intentional discriminatory bullying behaviors against other teachers based on the following personal characteristics? (Please check ALL that apply.)

Table 2.3.13 *Bystander experience with students' discriminatory bullying behaviors*

Choices	American Sample (Total=10)		Chinese Sample (Total=28)	
	Number of teachers	Percentage	Number of teachers	Percentage
Ethnicity.	1	10.00%	0	0.00%
Race or skin color.	2	20.00%	1	3.57%
Disability.	0	0.00%	1	3.57%
Sex.	6	60.00%***	0	0.00%
Gender identity.	0	0.00%	0	0.00%
Sexual orientation.	1	10.00%	0	0.00%
Religious beliefs.	0	0.00%	0	0.00%
Cultural differences or customs.	3	30.00%*	0	0.00%
Language or accent.	2	20.00%	13	46.43%
Age.	4	40.00%**	0	0.00%
Appearance.	1	10.00%	10	35.71%
Mental health.	0	0.00%	1	3.57%
Other.	0	0.00%	0	0.00%
None of above.	3	30.00%	12	42.86%

* $p < .05$. ** $p < .01$. *** $p < .001$.

2.3.6.1 If you have witnessed students' discriminatory bullying behaviors against other teachers, approximately how many times did you witness the behaviors in total?

Table 2.3.14 *Bystander experience with students' discriminatory bullying behaviors frequency*

American sample (Total=5)		Chinese Sample (Total=14)	
Number of times	Number of teachers	Number of times	Number of teachers
2	1	1	6
3	3	2	1
8	1	"1-2"	1
"8-10"	1	3	2
		"5-6"	1
		"Not so many times"	1
		"Multiple times"	2

2.3.7 Summarizing all the students' bullying behavior against teachers, witnessed by teachers

Table 2.3.15 *Summary of teachers' personal experiences with students' bullying behaviors*

	American sample		Chinese sample	
	Number of teachers	Percentages	Number of teachers	Percentages
Physical bullying	3	30.00%	9	31.03%
Verbal bullying	9	90.00%	23	79.31%
Cyberbullying	2	20.00%	9	32.14%
Relational bullying	10	100.00%	26	92.86%
Sexual bullying	1	10.00%	5	17.86%
Discriminatory bullying	7	70.00%	16	57.14%

Note. The percentages were calculated based on the number of teachers who answered each question. Since there were some teachers who slipped certain questions, the percentages might be different, even though the number of teachers were the same.

2.3.8 In the past 12 months, have you witnessed other teachers being bullied by students through other bullying behaviors which were not listed or answered in the previous questions? – This question has single answer.

Table 2.3.16 *Bystander experience with students' other bullying behaviors*

Choices	American Sample (Total=9)		Chinese Sample (Total=26)	
	Number of teachers	Percentage	Number of teachers	Percentage
Yes.	0	0.00%	0	0.00%
No.	9	100.00%	26	100.00%

2.3.9 In the past 12 months, approximately how many boys and girls did you witness bullying other teachers? (Please check ALL that memory.)

Table 2.3.17 *Bystander experience with students' bullying behaviors – Gender of the bully*

Choices	American Sample (Total=9)		Chinese Sample (Total=20)	
	Number of teachers	Percentage	Number of teachers	Percentage
Boys.	8	88.89%	18	90.00% **
Girls.	6	66.67%	8	40.00%

** $p < .01$. For Chinese sample, the percentages of teachers who were bullied by boys was significantly higher than that by girls.

2.3.9.1 In the past 12 months, approximately how many boys and girls did you witness bullying other teachers? (Please check ALL that memory.) - Boys, how many times?

Table 2.3.18 *Bystander experience with students' bullying behaviors – Boys as bullies*

American sample (Total=8)		Chinese Sample (Total=15)	
Number of boys	Number of teachers	Number of boys	Number of teachers
2	1	1	5
3	3	2	5
4	2	“2-3”	1
10	2	“3-4”	1
		5	1
		10	2

2.3.9.2 In the past 12 months, approximately how many boys and girls did you witness bullying other teachers? (Please check ALL that memory.) - Girls, how many times?

Table 2.3.19 *Bystander experience with students' bullying behaviors – Girls as bullies*

American sample (Total=8)		Chinese Sample (Total=15)	
Number of girls	Number of teachers	Number of girls	Number of teachers
2	2	1	4
3	1	2	2
4	1	3	1
5	2	“About 5 girls”	1

2.3.10 In the past 12 months, in how many separate incidents approximately have you witnessed students bullying other teachers in total?

Table 2.3.20 *Bystander experience with students' bullying behaviors frequency*

American sample (Total=9)		Chinese Sample (Total=20)	
Number of times	Number of teachers	Number of times	Number of teachers
2	2	1	7
3	1	2	4
4	1	“2-3 times”	1
5	2	3	2
6	1	4	2
20	1	“3-4 times”	1
25	1	5	2
		7	1

2.3.11 In the past 12 months, where were the locations you witnessed other teachers being bullied by students, and approximately how many times did that happen? (Please check ALL the apply.)?

Table 2.3.21 *Bystander experience with students' bullying behaviors location*

Choices	American Sample (Total=10)		Chinese Sample (Total=21)	
	Number of teachers	Percentage	Number of teachers	Percentage
Hallways/stairwells.	4	40.00%	5	23.81%
Classroom.	9	90.00% *	9	42.86%
Office.	0	0.00%	5	23.81%
School cafeteria.	3	30.00% *	0	0.00%
School bus.	1	10.00%	1	4.76%
School playground.	1	10.00%	2	9.52%
School bathroom.	1	10.00%	1	4.76%
School gym.	1	10.00%	0	0.00%
School locker room.	0	0.00%	0	0.00%
Teachers' dorm/students' dorm.	0	0.00%	0	0.00%
Way to or from school.	0	0.00%	3	14.29%
Outside of school.	2	20.00%	0	0.00%
On the internet: on website or mobile app.	2	20.00%	7	33.33%
On the phone.	1	10.00%	3	14.29%
Other.	0	0.00%	0	0.00%

* $p < .05$.

2.3.11.1 How many times these incidents happened in these locations?

Table 2.3.22 *Bystander experience with students' bullying behaviors location frequency*

	American Sample		Chinese Sample	
	Number of times	Number of teachers	Number of times	Number of teachers
Hallways/stairwells. (US Total=4, CN Total=4)	1 3 5	1 1 2	2 3 10	2 1 1
Classroom. (US Total=8, CN Total=9)	1 2 3 “3 or 4” 5 25	1 3 1 1 1 1	1 2 3	6 1 2
Office. (US Total=0, CN Total=3)	N/A		1 2	2 1
School cafeteria. (US Total=3, CN Total=0)	2 3 10	1 1 1	N/A	
School bus. (US Total=1, CN Total=1)	2	1	1	1
School playground. (US Total=1, CN Total=2)	5	1	2 3	1 1
School bathroom. (US Total=0, CN Total=1)	N/A		2	1
School gym. (US Total=1, CN Total=0)	2	1	N/A	
School locker room. (US Total=0, CN Total=0)	N/A		N/A	
Teachers' dorm/students' dorm. (US Total=0, CN Total=0)	N/A		N/A	
Way to or from school. (US Total=0, CN Total=2)	N/A		1	2

Outside of school. (US Total=2, CN Total=0)	1 2	1 1	N/A	
On the internet: on website or mobile app. (US Total=1, CN Total=5)	5	1	1 2	4 1
On the phone. (US Total=1, CN Total=3)	3	1	1 2	2 1
Other. (US Total=0, CN Total=0)	N/A		N/A	

2.3.12 In the past 12 months, what did you do after you witnessed other teachers being bullied by students? (Please check ALL that apply.)

Table 2.3.23 *Actions took by bystanders after teachers were bullied by students*

Choices	American Sample (Total=10)		Chinese Sample (Total=25)	
	Number of teachers	Percentage	Number of teachers	Percentage
Tried to help making a plan to intervene with the students' bullying behavior against the teacher.	2	20.00%	7	28.00%
Tried to help coming up with strategies preventing students' bullying behavior against teachers.	3	30.00%	2	8.00%
Recommended reminding the student(s) who bullied the teacher of classroom or school rules.	4	40.00%	12	48.00%
Recommended communicating with the student(s) who bullied the teacher.	4	40.00%	6	24.00%
Recommended talking to the student's parents, who bullied the teacher.	5	50.00%	9	36.00%
Recommended reporting the incident to school administrators.	5	50.00%*	2	8.00%
Recommended asking the student(s) who bullied the teacher to be suspended.	1	10.00%	3	12.00%
Recommended taking several days off.	0	0.00%	0	0.00%
Recommended asking for help from other teachers in the same school.	1	10.00%	1	4.00%
Recommended talking to others outside of school.	0	0.00%	0	0.00%
Recommended calling security guard/the Police.	0	0.00%	1	4.00%
Recommended filing a formal complaint with the head of the teacher's department.	0	0.00%	2	8.00%
Recommended visiting psychologist or other mental health professional.	0	0.00%	2	8.00%
Recommended taking no action.	0	0.00%	1	4.00%
Other.	0	0.00%	0	0.00%
Did not take any action.	1	10.00%	3	12.00%
Wanted to take action, but did not know what to do.	2	20.00%	2	8.00%

* $p < .05$.

2.3.13 In the past 12 months, how did you feel after witnessing students' bullying behaviors against other teachers? (Please respond to ALL.) - This item has single answer.

Table 2.3.24 *Bystander's emotional responses after witnessing teachers' being bullied by students*

Responses	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
I was sympathetic about the teacher's experience(s). (US Total=10, CN Total=27)	1 Strongly disagree	0	0.00%	2	7.41%
	2 Disagree	1	10.00%	2	7.41%
	3 Neither agree nor disagree	1	10.00%	2	7.41%
	4 Agree	1	10.00%	11	40.74%
	5 Strongly agree	7	70.00%	10	37.04%
I questioned that person's ability as a teacher. (US Total=10, CN Total=25)	1 Strongly disagree	3	30.00%	4	16.00%
	2 Disagree	3	30.00%	11	44.00%
	3 Neither agree nor disagree	1	10.00%	7	28.00%
	4 Agree	2	20.00%	3	12.00%
	5 Strongly agree	1	10.00%	0	16.00%
I was worried the same thing would happen to me. (US Total=10, CN Total=27)	1 Strongly disagree	3	30.00%	4	14.81%
	2 Disagree	2	20.00%	5	18.52%
	3 Neither agree nor disagree	0	0.00%	4	14.81%
	4 Agree	4	40.00%	11	40.74%
	5 Strongly agree	1	10.00%	3	11.11%
I felt this was a normal situation in my school. (US Total=10, CN Total=24)	1 Strongly disagree	3	30.00%	8	33.33%
	2 Disagree	3	30.00%	12	50.00%
	3 Neither agree nor disagree	2	20.00%	4	16.67%
	4 Agree	2	20.00%	0	0.00%
	5 Strongly agree	0	0.00%	0	0.00%
I was shocked. (US Total=10, CN Total=22)	1 Strongly disagree	0	0.00%	4	18.18%
	2 Disagree	3	30.00%	4	18.18%
	3 Neither agree nor disagree	2	20.00%	4	18.18%
	4 Agree	4	40.00%	4	18.18%
	5 Strongly agree	1	10.00%	6	27.27%
I felt the incident did not concern me. (US Total=10, CN Total=24)	1 Strongly disagree	3	30.00%	10	41.67%
	2 Disagree	6	60.00%	10	41.67%
	3 Neither agree nor disagree	0	0.00%	3	12.50%
	4 Agree	1	10.00%	1	4.17%
	5 Strongly agree	0	0.00%	0	0.00%
	1 Strongly disagree	0	0.00%	2	8.00%

I thought the school administration should help. (US Total=10, CN Total=25)	2 Disagree	1	10.00%	1	4.00%
	3 Neither agree nor disagree	0	0.00%	1	4.00%
	4 Agree	6	60.00%	14	56.00%
	5 Strongly agree	3	30.00%	7	28.00%
I thought students bullying teachers based on teachers' sex. (US Total=10, CN Total=25)	1 Strongly disagree	0	0.00%	6	24.00%
	2 Disagree	2	20.00%	7	28.00%
	3 Neither agree nor disagree	3	30.00%	2	8.00%
	4 Agree	5	50.00%	7	28.00%
	5 Strongly agree	0	0.00%	3	12.00%
I thought our school should have a bullying prevention and intervention policy. (US Total=10, CN Total=26)	1 Strongly disagree	0	0.00%	3	11.54%
	2 Disagree	2	20.00%	0	0.00%
	3 Neither agree nor disagree	1	10.00%	0	0.00%
	4 Agree	4	40.00%	12	46.15%
	5 Strongly agree	3	30.00%	11	42.31%

2.3.13.1 In the past 12 months, how did you feel after witnessing students' bullying behaviors against other teachers? (Please respond to ALL.) - This item has single answer. - Other. Please describe:

Table 2.3.25 *Bystander's other emotional responses after witnessing teachers' being bullied by students inserted*

American	Chinese
"I felt the teacher needed a better class management system."	N/A

2.3.14 Please select ONE, most stressful incident of bullying behavior that you witnessed where a student's bullying behavior was used against another teacher during the past 12 months. Please answer the following questions:

What happened?

• **American Sample**

1. Verbal bullying

- "Student back talked teacher rudely"
- "Student began to yell at his teacher that she was unfair"

2. Relational bullying

- "A student persistently disrupted the class by asking unnecessary questions and making strange noises--for example hiccupping uninterruptedly for 35 minutes."

- “students were belittling instructor's ability to teach”
- 3. Cultural bullying**
 - “Student Bullying teacher because of her accent. She was a Chinese women teaching Chemistry”
- 4. More than 1 type of bullying behavior**
 - “4 boys in her room were cussing, had their feet on her desk, argued with her when she asked them to stop, and ultimately ignored her directions.”
 - “Student talking back when being corrected. Ignoring a teacher or looking at them and refusing to do what they say.”
- **Chinese Sample**
 - 1. Physical bullying**
 - “Student hit the teacher”
 - 2. Verbal bullying**
 - “Student wrote a note curing the teacher”
 - “Student found someone outside of the school to threaten the teacher”
 - 3. Cyberbullying**
 - “Student used Wechat to talk badly about the teacher, and used cursing words.”
 - 4. Relational bullying**
 - “Did not respect the teacher”
 - “Did not follow teachers’ instruction”

How did it happen?

- **American sample**
 - 1. Student did not respond well when teacher was correcting their behavior.**
 - “Student was talking in line when he was not supposed to be and asked to stop. He was not the only one in trouble but when asked to stop he began to mouth of to his teacher, therefore leading to him getting into more trouble.”
 - 2. Students were disruptive**
 - “The teacher would lecture during the class and the students would mimic her and mock her during and outside of class.”
 - “At first, the student was just not-disruptive enough to prevent the teacher from taking real direct action. It was subtle but persistent, until finally the situation came to a head.”
 - 3. Other**
 - “I entered the room and it was happening. I think it happens every day.”
 - “in a lab setting, he didn't give the student an answer she wanted”
 - “In the hallways during transition times as well as in the cafeteria during lunch duty”
- **Chinese sample**
 - 1. Student did not respond well when teacher was correcting their behavior.**
 - “The teacher criticized the student.”
 - 2. Other**
 - “A senior student in high school wanted to study well, but the student did not have much improvement in grade. The student blamed the teacher that the teacher cannot teach well.”

- “It happened when students were joking with each other.”
- “Teacher was trying to resolve a problem for the student. The student was very emotional.”

Why did it happen, do you think?

- **American sample**

- 1. Problem of the student – characteristics/personality**

- “Student felt like he was being singled out or getting into trouble when he shouldn't have been.”
- “Kid is rude to authority.”
- “student was irritated”
- “The student had some struggles with mental health that were not immediately apparent at first”

- 2. Problem of the teacher**

- “It occurred because her (the teacher) first language was not english. Some of the words she would pronounce did not sound correct.”
- “Teacher's lack of authority by being too nice and students taking advantage.”
- “The teacher lacks classroom management skills.”

- **Chinese Sample**

- 1. Problem of the student – characteristics/personality**

- “Student thought negatively about the teacher’s management. The student was full of resentment”
- “The student has high standard for him/herself, but the student does not have enough basic course knowledge. Also, our school is a normal school, there are not that many students who would study hard. The student does not want to study with this kind of students. Thus the student repels the teacher, denying the teacher’s work.”
- “Student was always late for class, doing other course’s homework in class or sleeping, and romping”

- 2. Problem of the parents/family background/family climate**

- “Student’s parents failed to educate the student”
- “student’s parents affected the student, and caused student’s psychological problems.”

- 3. Other**

- “Did not communicate well. Lack of understanding”

How was the situation resolved by the teacher who was bullied by student?

- **American sample**

- 1. Resolved by the teacher**

- “She told the students to go to the front office”

- 2. Did not resolve**

- “It isn't resolved.”
- “it was brushed off”

- 3. Other support agencies involved**

- “After the teacher tried to handle it herself, she reported it to her supervisor. The supervisor took steps to have the student removed from the school.”
- “Talked to administrator and student written up or parent contacted.”
- “The mother of the student who got in trouble intervened (oh yea, we teachers always love when parents come in and get on to us the teachers for disciplining their child because their child is "perfect") ended up having to be dealt with at the administration level. The student ended up admitting that he was talking when he shouldn't had been.”

4. Other

- “Ran the student during pe.”

• Chinese sample

1. Resolved by the teacher

- “Talked to the teacher.”
- “Had a talk with the student”
- “(The teacher) Forgave what he did, but deleted that student from the Wechat account.”

2. Other support agencies involved

- “told the administrator”
- “Communicated with the school and parents. School administrator helped resolving the issue.”
- “Had a talk with parents and the student. The student was given a penalty on a grade level.”

What actions did you take after witnessing this teacher’s situation?

• American sample

1. Provided help/support

- “I backed her up and told them to go to the front office”
- “I directed the students to stop, and they listened to me. I told teacher to get peer tutors from study hall to work one-on-one with the troubled students.”
- “I sympathized with my colleague and advised her to go to our supervisor.”
- “I talked with the student and tried to help the teacher come up with solutions.”
- “Supported her and told administration what I had seen on my end.”

2. No action taken

- “nothing, didn't feel anything could be done”

• Chinese sample

1. Provided help/support

- “Talked to the student. Helped the student understand the behavior is wrong. The student apologized to the teacher.”
- “Comforted the teacher, and gave advice.”
- “Talked with the students in the class, and tried to stop the problem from happening in the future.”
- “helped”
- “asked the student about the incident”

2. No action taken

- “did not take action”

How did the incident impact the teacher who was bullied, emotionally and professionally (including reputation and relationship with others)?

- **American sample**

- 1. Negative effect**

- “She is withdrawn this year, apathetic, and failing in her responsibilities.”
- “She was very upset and was afraid to lecture for the rest of the day.”
- “The teacher was in tears and I think the students knew they were getting to her.”
- “All of our colleagues were sympathetic, but it was very emotionally difficult for the teacher. She really questioned herself and her own abilities as a teacher rather than recognizing that the student was disturbed and being inappropriate.”

- 2. No impact**

- “NA. This is such a typical occurrence that we just shake it off and move on. There is definitely some tension between parents and teacher after that but as a teacher to student relationship we forgive and move on, adults on the other hand seem to hold more of a grudge about it and do not move on as easily!”
- “None.”

- 3. Other**

- “not sure, probably didn't do anything to him”

- **Chinese sample**

- 1. Negative effect**

- “She burst into tears, and started to question her job.”
- “Hurt the teacher's physical and mental health”
- “Negatively affected teacher's mood”
- “had effect. Affected teacher's passion for teaching”
- “the teacher was questioned for her ability to teach by others”

- 2. No impact**

- “Did not have much impact. After all, there are only a few students behave like this. Also, teachers can correctly understand this student's psychological problem”

How did the incident impact you emotionally?

- **American sample**

- 1. Negative effect**

- “I felt frustrated with the kid's disrespect”
- “I lost respect for her and the students.”
- “It was upsetting to know how mean kids were just because she had a slight Chinese accent.”
- “These incidents always make me nervous that they could happen to me too.”

- 2. No impact**

- “it didn't”
- “none”
- “NA”

- **Chinese sample**

- 1. Negative impact**

- “Felt frustrated that teachers are not understood by other”
- “Felt nervous”

2. Other

- “Felt teachers also need to be protected. When can we also be protected?”
- “Made me rethink about education and teaching”
- “Became more forgiving. I think I should give student chance to release pressure, tolerating this kind of student, and at the same time give the student opportunity to correct mistake.”

Theme 3: Bystander experience – Part 2: Others’ responses – actions took by others

2.3.15 In the past 12 months, regarding the incident(s) of students bullying teachers that you have witnessed, what actions did OTHERS take after your fellow teacher was bullied by students? (Please check ALL that apply.)

Table 2.3.26 *Actions took by others after teachers were bullied by students – reported by bystanders*

Choices	American Sample (Total=10)		Chinese Sample (Total=26)	
	Number of teachers	Percentage	Number of teachers	Percentage
Tried to help making a plan to intervene with the students’ bullying behavior against the teacher.	3	30.00%	10	38.46%
Tried to help coming up with strategies preventing students’ bullying behavior against teachers.	5	50.00%	4	15.38%
Recommended reminding the student(s) who bullied the teacher of classroom or school rules.	4	40.00%	8	30.77%
Recommended communicating with the student(s) who bullied the teacher.	5	50.00%	8	30.77%
Recommended talking to the student’s parents, who bullied the teacher.	3	30.00%	8	30.77%
Recommended reporting the incident to school administrators.	7	70.00%*	6	23.08%
Recommended asking the student(s) who bullied the teacher to be suspended.	1	10.00%	2	7.69%
Recommended taking several days off.	1	10.00%	0	0.00%
Recommended asking for help from other teachers in the same school.	0	0.00%	0	0.00%
Recommended talking to others outside of school.	0	0.00%	0	0.00%
Recommended calling security guard/the Police.	1	10.00%	2	7.69%
Recommended filing a formal complaint with the head of the teacher’s department.	0	0.00%	0	0.00%
Recommended visiting psychologist or other mental health professional.	0	0.00%	3	11.54%
Recommended taking no action.	1	10.00%	2	7.69%
Other.	0	0.00%	0	0.00%
They did not take any action.	1	10.00%	1	3.85%

They wanted to take action, but they did not know what to do.	1	10.00%	3	11.54%
I do not know.	0	0.00%	0	0.00%

* $p < .05$.

2.3.16 In the past 12 months, regarding the incident(s) of students bullying teachers that you have witnessed, how effective do you think the following individuals were at handling students' bullying behaviors against your fellow teachers? (Please respond to ALL.) - This item has single answer.

Table 2.3.27 *Effectiveness of support agencies regarding helping teachers who were bullied by students- reported by bystanders*

Support agencies	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
School administrators. (US Total=10, CN Total=25)	I do not know	1	10.00%	8	32.00%
	0 Did not provide help	0	0.00%	1	4.00%
	1 Very ineffective	1	10.00%	0	0.00%
	2 Ineffective	2	20.00%	2	8.00%
	3 Neutral	0	0.00%	3	12.00%
	4 Effective	5	50.00%	9	36.00%
	5 Very effective	1	10.00%	2	8.00%
Other teachers in the same school. (US Total=10, CN Total=26)	I do not know	1	10.00%	2	7.69%
	0 Did not provide help	0	0.00%	0	0.00%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	2	20.00%	2	7.69%
	3 Neutral	1	10.00%	4	15.38%
	4 Effective	4	40.00%	14	53.85%
	5 Very effective	2	20.00%	4	15.38%
Students in the same school. (US Total=10, CN Total=25)	I do not know	1	10.00%	2	8.00%
	0 Did not provide help	0	0.00%	4	16.00%
	1 Very ineffective	1	10.00%	1	4.00%
	2 Ineffective	2	20.00%	4	16.00%
	3 Neutral	3	30.00%	9	36.00%
	4 Effective	3	30.00%	4	16.00%
	5 Very effective	0	0.00%	1	4.00%
Students' parents, who study in the same school. (US Total=9, CN Total=25)	I do not know	4	44.44%	7	28.00%
	0 Did not provide help	0	0.00%	3	12.00%
	1 Very ineffective	1	11.11%	0	0.00%
	2 Ineffective	1	11.11%	2	8.00%
	3 Neutral	3	33.33%	6	24.00%
	4 Effective	0	0.00%	6	24.00%
	5 Very effective	0	0.00%	1	4.00%
School psychologist. (US Total=9, CN Total=24)	I do not know	5	55.56%	5	20.83%
	0 Did not provide help	0	0.00%	4	16.67%
	1 Very ineffective	0	0.00%	1	4.17%
	2 Ineffective	0	0.00%	2	8.33%

	3 Neutral	3	33.33%	3	12.50%
	4 Effective	0	0.00%	6	25.00%
	5 Very effective	1	11.11%	3	12.50%
School counselor. (US Total=9, CN Total=23)	I do not know	3	33.33%	5	21.74%
	0 Did not provide help	1	11.11%	5	21.74%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	1	11.11%	0	0.00%
	3 Neutral	1	11.11%	1	4.35%
	4 Effective	2	22.22%	9	39.13%
	5 Very effective	1	11.11%	3	13.04%
Social worker. (US Total=9, CN Total=24)	I do not know	4	44.44%	8	33.33%
	0 Did not provide help	0	0.00%	5	20.83%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	1	11.11%	3	12.50%
	3 Neutral	2	22.22%	4	16.67%
	4 Effective	1	11.11%	3	12.50%
	5 Very effective	1	11.11%	1	4.17%
Teachers' friends outside of the school. (US Total=9, CN Total=23)	I do not know	4	44.44%	10	43.48%
	0 Did not provide help	0	0.00%	4	17.39%
	1 Very ineffective	0	0.00%	2	8.70%
	2 Ineffective	1	11.11%	0	0.00%
	3 Neutral	3	33.33%	4	17.39%
	4 Effective	1	11.11%	2	8.70%
	5 Very effective	0	0.00%	1	4.35%
Teachers' spouse. (US Total=9, CN Total=24)	I do not know	5	55.56%	12	50.00%
	0 Did not provide help	0	0.00%	0	0.00%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	0	0.00%	2	8.33%
	3 Neutral	2	22.22%	5	20.83%
	4 Effective	2	22.22%	3	12.50%
	5 Very effective	0	0.00%	2	8.33%
Teachers' boyfriend or girlfriend. (US Total=9, CN Total=23)	I do not know	5	55.56%	14	60.87%
	0 Did not provide help	0	0.00%	0	0.00%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	0	0.00%	1	4.35%
	3 Neutral	3	33.33%	4	17.39%
	4 Effective	1	11.11%	2	8.70%
	5 Very effective	0	0.00%	2	8.70%

Teachers' parents. (US Total=9, CN Total=24)	I do not know	4	44.44%	12	50.00%
	0 Did not provide help	0	0.00%	1	4.17%
	1 Very ineffective	0	0.00%	0	0.00%
	2 Ineffective	1	11.11%	1	4.17%
	3 Neutral	3	33.33%	4	16.67%
	4 Effective	1	11.11%	4	16.67%
	5 Very effective	0	0.00%	2	8.33%

2.4. Theme 4: Teachers' perspectives on students bullying teachers.

30 American teachers and 88 Chinese teachers were presented questions in this theme.

2.4.1 Why do you think students bully teachers? (Please respond to ALL.) – This question has single answer.

Table 2.4.1 *Teachers' reasoning for students bullying teachers.*

Possible reasons	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
Students are just being kids. (US Total=28, CN Total=65)	1 Strongly disagree	4	14.29%	8	12.31%
	2 Disagree	12	42.86%	16	24.62%
	3 Neither agree nor disagree	7	25.00%	13	20.00%
	4 Agree	5	17.86%	23	35.38%
	5 Strongly agree	0	0.00%	5	7.69%
Teacher is not strict enough. (US Total=26, CN Total=65)	1 Strongly disagree	2	7.69%	9	13.85%
	2 Disagree	11	42.31%	21	32.31%
	3 Neither agree nor disagree	7	26.92%	16	24.62%
	4 Agree	5	19.23%	15	23.08%
	5 Strongly agree	1	3.85%	4	6.15%
Teacher should change teaching method. (US Total=29, CN Total=65)	1 Strongly disagree	3	10.34%	8	12.31%
	2 Disagree	8	27.59%	10	15.38%
	3 Neither agree nor disagree	7	24.14%	26	40.00%
	4 Agree	10	34.48%	19	29.23%
	5 Strongly agree	1	3.45%	2	3.08%
Teacher is lacking in abilities and skills to deal with students' bullying behavior. (US Total=29, CN Total=66)	1 Strongly disagree	1	3.45%	5	7.58%
	2 Disagree	8	27.59%	9	13.64%
	3 Neither agree nor disagree	8	27.59%	19	28.79%
	4 Agree	9	31.03%	29	43.94%
	5 Strongly agree	3	10.34%	4	6.06%
Teacher is lacking in classroom	1 Strongly disagree	3	10.34%	10	15.38%
	2 Disagree	6	20.69%	18	27.69%

management skills. (US Total=29, CN Total=65)	3 Neither agree nor disagree	11	37.93%	18	27.69%
	4 Agree	6	20.69%	15	23.08%
	5 Strongly agree	3	10.34%	4	6.15%
Teachers do not have good strategies for preventing and intervening with students' bullying behavior. (US Total=30, CN Total=65)	1 Strongly disagree	1	3.33%	7	10.77%
	2 Disagree	6	20.00%	15	23.08%
	3 Neither agree nor disagree	12	40.00%	16	24.62%
	4 Agree	7	23.33%	23	35.38%
	5 Strongly agree	4	13.33%	4	6.15%
Teachers do not have strong knowledge about bullying. (US Total=30, CN Total=66)	1 Strongly disagree	4	13.33%	5	7.58%
	2 Disagree	10	33.33%	10	15.15%
	3 Neither agree nor disagree	10	33.33%	19	28.79%
	4 Agree	4	13.33%	27	40.91%
	5 Strongly agree	2	6.67%	5	7.58%
Teacher who was bullied by student is weak. (US Total=30, CN Total=63)	1 Strongly disagree	8	26.67%	10	15.87%
	2 Disagree	15	50.00%	18	28.57%
	3 Neither agree nor disagree	6	20.00%	16	25.40%
	4 Agree	0	0.00%	16	25.40%
	5 Strongly agree	1	3.33%	3	4.76%
Students model their parents' disrespect behaviors. (US Total=30, CN Total=68)	1 Strongly disagree	0	0.00%	0	0.00%
	2 Disagree	3	10.00%	4	5.88%
	3 Neither agree nor disagree	3	10.00%	8	11.76%
	4 Agree	16	53.33%	38	55.88%
	5 Strongly agree	8	26.67%	18	26.47%
Schools have no bullying policy. (US Total=30, CN Total=66)	1 Strongly disagree	4	13.33%	2	3.03%
	2 Disagree	10	33.33%	5	7.58%
	3 Neither agree nor disagree	7	23.33%	9	13.64%

	4 Agree	7	23.33%	26	39.39%
	5 Strongly agree	2	6.67%	24	36.36%
School administrators ignore bullying. (US Total=30, CN Total=67)	1 Strongly disagree	5	16.67%	1	1.49%
	2 Disagree	9	30.00%	11	16.42%
	3 Neither agree nor disagree	6	20.00%	14	20.90%
	4 Agree	9	30.00%	23	34.33%
	5 Strongly agree	1	3.33%	18	26.87%
School administration expect teachers to handle bullying on their own. (US Total=30, CN Total=65)	1 Strongly disagree	3	10.00%	2	3.08%
	2 Disagree	6	20.00%	7	10.77%
	3 Neither agree nor disagree	8	26.67%	16	24.62%
	4 Agree	8	26.67%	30	46.15%
	5 Strongly agree	5	16.67%	10	15.38%
School does not have a positive school climate. (US Total=30, CN Total=65)	1 Strongly disagree	4	13.33%	6	9.23%
	2 Disagree	7	23.33%	19	29.23%
	3 Neither agree nor disagree	14	46.67%	19	29.23%
	4 Agree	5	16.67%	14	21.54%
	5 Strongly agree	0	0.00%	7	10.77%
Bullying is common in schools. (US Total=30, CN Total=66)	1 Strongly disagree	4	13.33%	9	13.64%
	2 Disagree	6	20.00%	19	28.79%
	3 Neither agree nor disagree	12	40.00%	20	30.30%
	4 Agree	6	20.00%	14	21.21%
	5 Strongly agree	2	6.67%	4	6.06%

2.4.1.1 Why do you think students bully teachers? (Please respond to ALL.) — This question has single answer. - Other reasons. Please explain:

Table 2.4.2 *Teachers' other reasoning for students bullying teachers inserted*

American sample	Chinese sample
<p>“Administration does not support teacher”</p> <p>“I teach at a title one school with an 80% ESL rate. I do not see it so much in the elementary where I am, but definitely see in the higher grade that the Hispanic Male population (not all, but a good portion of them) do not respect or take orders from the female teachers. I could be wrong in my thinking but have been told this is very much so a part of their culture, which is fine, but also leaves the teachers in a bind when it comes to being expected to teach gen something they are not willing or want to learn.”</p> <p>“Students generally do not bully teachers at my school. These were unusual incidences.”</p> <p>“students lack discipline or a sense of right or wrong especially certain populations”</p>	<p>“Social climate”</p>

2.4.2 What do you think should be done to prevent and intervene in students' bullying behaviors against teachers? (Please check ALL that apply.)

Table 2.4.3 *Teachers' thoughts on preventing students bullying teachers*

Choices	American Sample (Total=30)		Chinese Sample (Total=79)	
	Number of teachers	Percentage	Number of teachers	Percentage
Inform students that bullying will not be tolerated.	24	80.00%	49	62.03%
Schools should have a bullying policy.	23	76.67%	55	69.62%
Schools should implement bullying policy properly.	25	83.33%*	49	62.03%
Have more training about how to prevent and intervene with bullying.	18	60.00%	37	46.84%
Parents should learn how to collaborate with schools regarding students' bullying behaviors.	21	70.00%	52	65.82%
Teachers should closely monitor students' bullying behaviors.	14	46.67%	35	44.30%
Schools should encourage reporting of bullying behaviors.	16	53.33%	26	32.91%
Admit bullying is a common developmental issue.	10	33.33%	18	22.78%
Ignore students' bullying behaviors.	0	0.00%	3	3.80%
Other.	1	3.33%	0	0.00%

* $p < .05$.

2.4.3 What do you think should be done to prevent and intervene in students' bullying behaviors against teachers? (Please check ALL that apply.) - Other. Please explain:

Table 2.4.4 *Teachers' other thoughts on preventing students bullying teachers inserted*

American sample	Chinese sample
"Create a culture of mutual respect and care."	N/A

2.5. Theme 5: School safe

30 American teachers and 88 Chinese teachers were presented questions in this theme.

2.5.1. To what extent do you feel concerned for your safety as a result of students' bullying behaviors against you or other teachers? – This question has single answer.

Table 2.5.1 *Teachers' perspective on school safety as a result of students bullying teachers*

Choices	American Sample (Total=30)		Chinese Sample (Total=82)	
	Number of teachers	Percentage	Number of teachers	Percentage
1 Not at all concerned	7	23.33%	14	17.07%
2 Not concerned	8	26.67%	18	21.95%
3 Neither concerned nor not concerned	8	26.67%	14	17.07%
4 Concerned	7	23.33%	27	32.93%
5 Very Concerned	0	0.00%	9	10.98%

2.5.2. What is your current attitude towards the working environment in your school as a result of students' bullying behaviors against you or other teachers? - This question has single answer.

Table 2.5.2 *Teachers' attitude towards their working environment as a result of students bullying teachers*

Choices	American Sample (Total=30)		Chinese Sample (Total=78)	
	Number of teachers	Percentage	Number of teachers	Percentage
1 Dislike very much	0	0.00%	3	3.85%
2 Dislike	7	23.33%	7	8.97%
3 Neither like nor dislike	14	46.67%	34	43.59%
4 Like	8	26.67%	26	33.33%
5 Like very much	1	3.33%	8	10.26%

2.5.3. To what extent do you agree or disagree with the following statements about the future of bullying prevention in your school? (Please respond to ALL.) – This question has single answer.

Table 2.5.3 *Teachers' attitude towards the future of bullying prevention in schools*

Statements	Choices	American Sample		Chinese Sample	
		Number of teachers	Percentage	Number of teachers	Percentage
My school will improve in managing students' bullying behaviors against teachers. (US Total=30, CN Total=75)	1 Strongly disagree	0	0.00%	6	8.00%
	2 Disagree	5	16.67%	11	14.67%
	3 Neither agree nor disagree	12	40.00%	24	32.00%
	4 Agree	11	36.67%	26	34.67%
	5 Strongly agree	2	6.67%	8	10.67%
My school administration will have a positive plan for bullying prevention and intervention. (US Total=29, CN Total=71)	1 Strongly disagree	0	0.00%	9	12.68%
	2 Disagree	2	6.90%	11	15.49%
	3 Neither agree nor disagree	12	41.38%	24	33.80%
	4 Agree	13	44.83%	20	28.17%
	5 Strongly agree	2	6.90%	7	9.86%
Parent education about bullying prevention and intervention will take place at my school. (US Total=30, CN Total=70)	1 Strongly disagree	2	6.90%	8	11.43%
	2 Disagree	11	37.93%	11	15.71%
	3 Neither agree nor disagree	11	37.93%	23	32.86%
	4 Agree	4	13.79%	23	32.86%
	5 Strongly agree	1	3.45%	5	7.14%

2.6.Theme 6: School policy

2.6.1. Does your school have a policy regarding students' bullying behaviors? – This question has single answer.

30 American teachers and 88 Chinese teachers were presented with this question. For this question teachers who answered “No” indicating their school does not have school policy on bullying skipped questions 2, 3, and 4.

Table 2.6.1 *School policy regarding students' bullying behavior*

Choices	American Sample (Total=30)		Chinese Sample (Total=79)	
	Number of teachers	Percentage	Number of teachers	Percentage
Yes.	23	76.67%	15	18.99%
No.	2	6.67%	43	54.43%
I do not know.	5	16.67%	21	26.58%

2.6.2. Does your school's bullying policy include a policy regarding students' bullying behaviors against teachers? – This question has single answer.

28 American teachers and 36 Chinese teachers were presented with this question.

For this question, teachers who answered “No” indicating their school does not have school policy on bullying skipped questions 3, and 4.

Table 2.6.2 *School policy regarding students' bullying teachers*

Choices	American Sample (Total=28)		Chinese Sample (Total=34)	
	Number of teachers	Percentage	Number of teachers	Percentage
Yes.	4	14.29%	10	29.41%
No.	12	42.86%	4	11.76%
I do not know.	12	42.86%	20	58.82%

2.6.3. Does your school's policy regarding students' bullying behavior against teachers have prevention and intervention plan for bullying? – This question has single answer.

16 American teachers and 30 Chinese teachers were presented with this question.

Table 2.6.3 *School policy regarding preventing students' bullying teachers*

Choices	American Sample (Total=16)		Chinese Sample (Total=29)	
	Number of teachers	Percentage	Number of teachers	Percentage
Yes.	3	18.75%	9	31.03%
No.	2	12.50%	1	3.45%
I do not know.	11	68.75%	19	65.52%

2.6.4. How often does your school refer to the bullying policy regarding students' bullying behaviors against teachers when bullying occurs? – This question has single answer.

16 American teachers and 30 Chinese teachers were presented with this question.

Table 2.6.4 *Implement of school policy regarding students' bullying teachers*

Choices	American Sample (Total=16)		Chinese Sample (Total=28)	
	Number of teachers	Percentage	Number of teachers	Percentage
I do not know.	9	56.25%	13	46.43%
1 The bullying policy has never been used.	2	12.50%	1	3.57%
2 The bullying policy has rarely been used.	1	6.25%	6	21.43%
3 The bullying policy has sometimes been used.	4	25.00%	7	25.00%
4 The bullying policy has always been used.	0	0.00%	1	3.57%

2.7.Theme 7: Background information

30 American teachers and 88 Chinese teachers were presented with this theme of questions.

2.7.1. Gender

Table 2.7.1 *Gender of participants*

Gender	American Sample (Total=30)		Chinese Sample (Total=82)	
	Number of teachers	Percentage	Number of teachers	Percentage
Male	5	16.67%	18	21.95%
Female	25	83.33%	64	78.05%

2.7.2. Ethnicity

Table 2.7.2 *Ethnicity of participants*

American sample (Total=30)			Chinese Sample (Total=76)		
Ethnicity	Number of teachers	Percentage	Ethnicity	Number of teachers	Percentage
Asian/Asian-American	1	3.33%	Han	73	96.05%
Black/African-American	5	16.67%	Hui	3	3.95%
White/Caucasian	24	80.00%			

2.7.3. Which grade(s) are you teaching?

Table 2.7.3 *Grade levels which participants teacher*

Grade level	American Sample (Total=27)		Chinese Sample (Total=74)	
	Number of teachers	Percentage	Number of teachers	Percentage
Elementary school	10	37.04%	15	20.27%
Middle school	3	11.11%	43	58.11%
High school	5	18.52%	14	18.92%
Both elementary and middle school	4	14.81%	1	1.35%
Both middle school and high school	5	18.52%	1	1.35%

2.7.4. Which subject(s) are you teaching currently?

Table 2.7.4 *Subjects which participants teacher*

American sample (Total=28)			Chinese Sample (Total=70)		
Subjects	Number of teachers	Percentage	Subjects	Number of teachers	Percentage
Language/social studies (including English, Spanish, Expressive arts, Speech, Language arts, History)	10	35.71%	Chinese	15	21.43%
Math/Science	7	25.00%	Math	5	7.14%
All core subjects (was not specified by participants)	3	10.71%	English	12	17.14%
Life sciences (including Life science, Life skills, Biology, technology)	3	10.71%	Science (including Chemistry, Biology, Physics, Life skills, Computer)	13	18.57%
Special education	3	10.71%	Liberal arts (including History, Geology, Ideology, Politics, Art)	6	8.57%
PE	1	3.57%	Did not specify the subject	19	27.14%
Did not specify the subject	1	3.57%			

2.7.5. Approximately how many students do you teach in a day?

Table 2.7.5 *Number of students that participants teacher per day*

Number of students teach per day	American Sample (Total=29)		Chinese Sample (Total=71)	
	Number of teachers	Percentage	Number of teachers	Percentage
0-20	9	31.03%	0	0%
20-40	6	20.69%	15	21.13%
40-60	3	10.34%	20	28.17%
60-80	2	6.90%	14	19.72%
80-100	0	0%	10	14.08%
Over 100	9	31.03%	12	16.90%

2.7.6. Approximately how many years have you been teaching in this school?

Table 2.7.6 *Number of years that participants have been teaching in their current school*

Teaching period (Years)	American Sample (Total=29)		Chinese Sample (Total=71)	
	Number of teachers	Percentage	Number of teachers	Percentage
1-5	22	75.86%	40	56.34%
6-10	2	6.90%	14	19.72%
11-15	2	6.90%	9	12.68%
16-20	2	6.90%	3	4.23%
21-25	1	3.45%	2	2.82%
26-30	0	0%	3	4.23%

2.7.7. Approximately how many years have you been teaching OVERALL?

Table 2.7.7 *Number of years that participants have been teaching overall*

Teaching period (Years)	American Sample (Total=29)		Chinese Sample (Total=73)	
	Number of teachers	Percentage	Number of teachers	Percentage
1-5	15	51.72%	27	36.99%
6-10	5	17.24%	11	15.07%
11-15	0	0%	15	20.55%
16-20	2	6.90%	10	13.70%
21-25	4	13.79%	7	9.59%
26-30	2	6.90%	2	2.74%
Over 30	1	3.45%	1	1.37%

Appendix E. Consent Form for Focus Group/Interview Meeting

Request for your consent:

I am requesting your participation in follow-up interview to your completion of the survey regarding bullying on teachers. The purpose of this interview is to understand more about your experiences with students bullying teachers. The interview would include only one teacher, so your participation is important to me. Your participation would help me complete my Master's degree. In addition, this interview would help us understand how educators responded to students' bullying behaviors. The interview may last around 1 hour. The meeting would be hosted through Skype audio call. Please do not hesitate to ask any questions or share your concerns during the meeting. The interview would be audio recorded for data analysis purpose only. This interview is an anonymous meeting. Your full name, working school would not be shared with others. Only group results would be reported in any subsequent publications. There is no expected risk for participating in this interview. By discussing students bullying teachers, you also might benefit as you could learn more about how teachers could have dealt with bullying incidents. Please return this consent form to the researcher by Oct.1, 2017.

Yes, I understand the conditions of participation in the interview and would like to participate.

No, I do not wish to participate in the follow-up interview.

研究参与许可：

我想邀请您参与我研究的进一步座谈小组讨论。这次座谈小组讨论是关于您所填写的学生欺凌教师问题的进一步调查研究。这次座谈小组讨论的目的是更多的了解您有关学生欺凌教师的经历。座谈小组的成员只包含 4 名教师，所以您每一个人的参与对于我来说都至关重要。您的参与不仅能帮助我完成我的研究生论文，这次讨论还能使我们更好的了解教师是如何应对学生的欺凌行为的。这次座谈讨论将持续大约 2 个小时。座谈将通过微信语音功能进行。如果您在座谈中有任何的问题或者疑虑，欢迎您立即提出。座谈讨论的整个过程将被录音。录音的内容只将用于数据分析。您的全名、工作单位不会被共享给他人。在日后发表的文献中，我只会汇报群组的数据。参加这次座谈小组讨论不会对您带来伤害。与其他教师讨论关于学生欺凌教师的话题可能使您有所收获。您有可能了解到更多的其他教师关于学生欺凌教师的经历，以及如何更好的处理欺凌事件。请将这一许可与 2017 年 9 月 1 日返还给研究者。

是。我了解参与这一座谈小组研究的具体事宜并愿意参与这次研究。

否。我不愿意参与到这一座谈小组讨论中。

是。我了解参与这一座谈小组研究的具体事宜并愿意参与这次研究。

否。我不愿意参与到这一座谈小组讨论中。

Appendix F. Focus Group/Interview Meeting Questions

1. **Research question:** How do teachers define bullying?
 - **Focus group question:**
 - a. How would you describe a bully? Do you think it is easy to identify a bully? Please explain.
 - b. Does how you define bullying match how bullying is defined in the survey you completed?
2. **Research question:** What are teachers' experiences with students bullying teachers?
 - **Focus group question:**
 - a. Would you provide an example of a bullying incident, where you were bullied by a student? Please explain.
 - b. Would you provide an example of an incident wherein you witnessed a teacher being bullied by students? Please explain.

Points to cover -

 - i. What happened?
 - ii. How did it happen?
 - iii. Why did it happen, do you think?
 - iv. How was the situation resolved?
 - v. How did the incident impact you (or the teacher) emotionally?
 - vi. How did the incident impact your (or the teacher's) professional reputation and relationship with others as a teacher?
 - vii. What do you plan to do in the future, if you encountered a similar situation, where students bullying teachers?
3. **Research question:** What roles do all the people associated with schools play with regards to bullying prevention in schools?
 - **Focus group question:**
 - a. How should school personnel respond to cases of teachers bullied by students?
 - b. What is the role of the school board and the community in cases of teachers bullied by their students? What is the role of other teachers, students, school administrators, the school board?
 - c. What kinds of supports do you think that these various groups could provide to prevent teachers being bullied by students?
4. **Research question:** What is the special cultural effect on students bullying teachers?
 - **Focus group question: Chinese part:**
 - a. A very famous Chinese saying - "Day as a teacher, father for life" - In Chinese culture, teachers is expected to be well respected. Considering this cultural aspect, how do you interpret the situation where students bullying teachers? Has the Chinese culture changed? Are there any other new cultural aspects which influenced students' behaviors?
 - b. Chinese education system is well known as competitive, especially for high school students who are preparing for the college entrance exam. How do you think this competitive culture of Chinese education system play in students' behavioral development and the culture of teachers bullied by their students?

- **Focus group question: American part:**

- a. American culture promotes individualism and freedom of speech. Do you think this level of freedom given to students “encouraged” their bullying behaviors towards teachers?
- b. American cultural also promotes the respect for authority. Teachers are authority figures. Do you think students bully teachers because they do not see teachers as authority figures anymore and they lack respect for teachers? Or do you think there are other reasons regarding why students chose not to follow this culture?

1. 老师是如何定义欺凌的？
 - a. 你如何描述欺凌者？你觉得识别欺凌者容易吗？请解释说明
 - b. 你所定义的欺凌行为和你完成的调查中定义的欺凌行为一致吗？
2. 关于老师被学生欺凌的经历？
 - a. 请您提供一个您所经历的被学生欺凌的事例。请说明
 - b. 请您提供一个您目睹其他老师被学生欺凌的事例，请说明
 - i. 发生了什么？
 - ii. 这个事件如何发生的？
 - iii. 您认为这个事件为什么会发生？
 - iv. 这件事是如何解决的？
 - v. 这件事对您的(或被欺凌老师的)情绪与精神上有什么影响？
 - vi. 作为老师这件事对您的(或被欺凌老师的)名誉以及与他人的关系有什么影响？
 - vii. 您在未来遇到类似的老师被学生欺凌的情况时，您会怎么做？
3. 与学校相关的各类人群在学生欺凌老师事件中充当何种角色？
 - a. 学校教职工对于学生欺凌老师的事件应该如何应对？
 - b. 校董会、社区在学生欺凌老师的事件中充当什么角色？学校其他老师、学生、以及学校领导充当什么角色？
 - c. 你认为如果以上各类人群提供何种帮助能够帮助避免老师被学生欺凌？
4. 何种文化因素影响了学生欺凌老师的现象？
 - a. 中国有句古话说“一日为师，终身为父”。在中国，老师是被给予足够的尊重的。考虑到中国这种文化背景，您如何解释学生欺凌老师的情况、现象？是中国文化改变了吗？还是有其他的文化因素影响了学生的行为？
 - b. 中国教育系统以其竞争性而闻名，对于正在准备高考的学生来说更是如此。您认为中国教育系统的这种竞争文化对学生的行为发展以及老师被学生欺凌的文化起了怎样的作用？

Appendix G. Focus Group/Interview Results

2.8. Qualitative results

2.8.1. How do teachers define bullying?

- How would you describe a bully? Do you think it is easy to identify a bully? Please explain.
- Does how you define bullying match how bullying is defined in the survey you completed? (Must provide teachers with the bullying definition listed in the survey)

Table 2.8.1 *Qualitative result - Teachers' understanding about bullying*

American sample - interviews	Chinese sample – focus group
Bullying can lead to discomfort (US02 & US03)	Negative psychological effects or psychological impairment: “unforgettable” “discomfort”, long term effect (CN01, CN02, CN03, CN04)
Bullying can only happen once. The severity is the key factor (US01, US02, US04).	Very subjective: Whether or not the behavior can be defined as bullying depends on each person’s perspective. (CN01, CN02)
(1) Difficult to identify bullying where teachers are not present (US 01 & US02).	Difficult to determine the intention of the behavior: (1) It is difficult to judge if the bully is intentionally hurting the victim. (CN01, CN02)
(2) Bullying is easy to identify... <ul style="list-style-type: none"> in the classroom (US02). by looking at facial expressions (US03) 	(2) It is possible the student lacks self-awareness of the bullying behavior. Student age might affect their self-awareness. (CN01, CN02) (3) Teacher-student relationship might affect bullying behavior. Some bullying behavior might start as a joke. (CN01)
(3) Bullying is difficult to identify when the bully has mental health problem (US04).	
There is power difference between bully and victim (US02 & US04).	
Bullying is not a normal behavior (US02).	

2.8.2. What are teachers' experiences with students bullying teachers?

- Would you provide an example of a bullying incident, where you were bullied by a student? Please explain.
- Would you provide an example of an incident wherein you witnessed a teacher being bullied by students? Please explain.

Table 2.8.2 *Qualitative result - Bullying behaviors experienced by teachers*

Bullying from different individuals	Types of bullying behavior	American sample - interviews	Chinese sample – focus group
Student bullying teachers	Physical bullying	pushing, hitting, throwing object at the teacher (US03)	
	Verbal bullying	cursing (US02, US04), cruel criticism (US04)	calling names (CN01), calling teachers' names with weird noises (CN01, CN02), threatening (CN01)
	Relational bullying	arguing (US02), ignoring (US02), having disruptive behavior in class (US04)	arguing with teacher rudely (CN04), ignoring (CN01), use positive teacher-student relationship against the teacher in conducting bullying (CN01, CN02)
	Sexual bullying		discussing about female teachers' chest (CN04)
Parents bullying teachers	Verbal bullying	complaining (US01, US03), threatening (US04)	saying mean things (CN04)
	Relational bullying	denying and questioning (US04)	questioning teacher because of their age (Younger teachers got questioned more) (CN02, CN03), damaging teacher's reputation in front of other parents (CN04), reporting the teacher to the government Education office (CN03, CN04)
Administrators bullying teachers	Relational bullying		Ordering and pressuring teachers with doing tasks, using their position as an administrator (CN02)
Teachers bullying teachers	Relational bullying	ignoring, isolation (US01), controlling, no freedom given to colleagues (US02)	

2.8.3. What roles do all the people associated with schools play with regards to bullying prevention in schools?

- How should school personnel respond to cases of teachers bullied by students?
- What is the role of the school board and the community in cases of teachers bullied by their students? What is the role of other teachers, students, school administrators?
- What kinds of supports do you think that these various groups could provide to prevent teachers being bullied by students?

Table 2.8.3 *Qualitative result – People’s influences on students’ bullying behavior.*

Influences on bullying from different people	American sample - interviews	Chinese sample – focus group
Teachers themselves	Tried not to escalate (US02). Tried to use classroom management skills to control the situation (US02)	Tried to avoid the problem. Tried to not to accept the fact of being bullied. Told teacher’s parents, and another teacher. Tried to self-learn child psychology (CN01)
Students	(1) Student age might affect bullying behavior, as they might not understand what is positive and negative behaviors (US03). (2) Students’ mental health problem might be the reason for bullying (US03, US04).	(1) Students affect each other’s behaviors (CN01, CN02). (2) Students’ daily performance might affect if others would try to help. Teacher might get more help if the student constantly showed disruptive behaviors. (CN03) (3) Students’ personality. Student might participate in different bullying or disruptive behaviors (CN01).
Teachers’ colleagues		Teachers comforted each other in some occasions (CN01, CN04).
Parents and family background	(1) Parent’s neglect or fear towards the child might cause bullying behaviors (US02). (2) Student imitate parent’s bullying behaviors or disrespectful behaviors (US04).	(1) Student imitates parent’s bullying behaviors or disrespectful behaviors (CN02, CN03). (1) Parents support students’ bullying behaviors (CN04).

Administration	Depends on different individuals, some administrators are helpful, some administrators are less involved. (US01, US02, US03)	(1) Tried to control the situation, and avoid the situation being escalated. Took a neutral stand (CN03). (2) Administrators could be the mediator for teacher-parent conflicts (CN04).
School counselor	Help was not enough (US02)	N/A
Social worker	Have good solutions (US03)	N/A
School psychologist	Have good solutions (US03)	N/A
Teacher's family member		Advised that teachers should not involve too much in students' study and push student over the edge (CN01).

Table 2.8.4 *Qualitative result – Actions could be taken to deal with bullying.*

Improvement	American sample - interviews	Chinese sample – focus group
Others should be involved	<ul style="list-style-type: none"> (1) More experts should be involved (US02, US04). (2) Principal should be involved (US02, US03, US04). (3) Have indirect relationship with parents – a specific person should communicate with parents (US01) (4) Having a mediator (US04) 	Should have some health care professionals to support teachers in the cases of bullying (CN01).
Clear indication of acceptable behavior, and clear policy about bullying	Have clear indication about what are acceptable and unacceptable behaviors and consequences (US03, US04).	N/A
Have good strategies dealing with bullying	<ul style="list-style-type: none"> (1) Area Education Association (AEA) could have a faster pace in students' behavior plan (US02). (2) Should have clear strategy (US04). 	Should have a more organized system to deal with bullying (CN01, CN04).
Teachers should improve	<ul style="list-style-type: none"> (1) Teachers should be more out-spoken (US02). (2) Should have good relationship with students and support students (US03). (3) Should ask others for help (US03, US04). 	N/A
Other	<ul style="list-style-type: none"> (1) Should give less responsibilities to teacher (US01). (2) Should have training (US03). (3) Have peer support (US03, US04). (4) Collect information from other teachers on the student's performance (US04). 	<ul style="list-style-type: none"> (1) Should have training (CN01). (2) Should have better system for parental supervision on teachers and schools (CN03). (3) Should protect teachers (CN02, CN03).

2.8.4. What is the special cultural effect on students bullying teachers?

- **Chinese part:**

- a. A very famous Chinese saying - “Day as a teacher, father for life” - In Chinese culture, teachers is expected to be well respected. Considering this cultural aspect, how do you interpret the situation where students bullying teachers? Has the Chinese culture changed? Are there any other new cultural aspects which influenced students’ behaviors?
- b. Chinese education system is well known as competitive, especially for high school students who are preparing for the college entrance exam. How do you think this competitive culture of Chinese education system play in students’ behavioral development and the culture of teachers bullied by their students?

- **American part:**

- a. American culture promotes individualism and freedom of speech. Do you think this level of freedom given to students “encouraged” their bullying behaviors towards teachers?
- b. American cultural also promotes the respect for authority. Teachers are authority figures. Do you think students bully teachers because they do not see teachers as authority figures anymore and they lack respect for teachers? Or do you think there are other reasons regarding why students chose not to follow this culture?

Table 2.8.5 *Qualitative result - Cultural effects on bullying.*

American sample - interviews	Chinese sample – focus group
(1) Teachers are not respected (US01, US02, US03, US04).	(1) Teachers are not well respected (CN01, CN02, CN03, CN04).
(2) Freedom encourages bullying behavior towards authority figures (US02).	(2) Social media portrays teachers negatively (CN02, CN03).
(3) Freedom of speech encourages students to speak up (US04).	(3) Teacher’s profession and professional specialties have not been accepted by the society (CN02, CN03).
(4) School culture determines if students respect teachers (US04).	(4) Not enough training on bullying. Others are not quite helpful in dealing with bullying. They do not know what to do (CN01).
(5) Others do not know what to do towards students’ bullying behaviors (US03).	(5) Do not acknowledge the negative effects of students’ bullying on teachers (CN01, CN02, CN03).
Saudi culture: Wealthy country. Commercialized education (US01).	(6) Gender might affect bullying behavior. Female teachers have disadvantages. (CN01, CN02)

Appendix H. List of Contributors

Special thanks to all these contributors to my study. The contributors were listed alphabetically by Last Name.

Della	Anderson	
Changming	Duan	Ph.D.
Kendall	Elliott	
Megan	Elliott	
Katie	Floro	
Yilei	Gao	
Xiwen	Han	
Zhao	Han	
Robert. G.	Harrington	Ph.D.
Seungyeon	Lee	Ph.D.
Yuerong	Li	
Patricia A.	Lowe	Ph.D.
Lara	Mann	
Felix	Moos	Ph.D.
Tamara Coder	Mikinski	Ph.D.
Megan	Palmer	
Qianqian	Pan	
Meagan	Patterson	Ph.D.
Vicki	Peyton	Ph.D.
John	Poggio	Ph.D.
Yue	Qiao	
Rebecca	Reuztel	
Joel Thomas	Rocks	
Chunxiu	Shen	
Huiyan	Sun	
Jianru	Sun	
Kim	Trang	Ph.D.
Brandy	Taylor	
Blake	Taylor	
Jumesha	Wade	
Yurou	Wang	
Catlin	Young	
Ge	Yu	
Jihong	Zhang	
Ren Yue	Zhang	

References

- Akwei, I. (2007) Botswana: Students arrested for threatening to kill teachers, burn school. *Thegzaette. News*. Retrieved from <http://www.africanews.com/2016/07/07/botswana-students-arrested-for-threatening-to-kill-teachers-burn-school/>.
- Allen, K. (2010). Classroom management, bullying, and teacher practices. *The Professional Educator*, 34(1), 1-15. Retrieved from <http://files.eric.ed.gov/fulltext/EJ988197.pdf>.
- Arnett, J. J. (2015). A cultural approach to human development. In *Human development: A Cultural approach (2nd Ed)*. (pp. 23-24). Upper Saddle River: NJ, Pearson. (ISBN 978-0-205-59526-6).
- Bradshaw, C. P. Sawyer, A. L. & O'Brennan, L. M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 36(3), 361–382. Retrieved from <http://www.nasponline.org/index2.html>.
- Bradshaw, C. P., Waasdorp, T. E., O'Brennan, L. M. & Gulemetova, M. (2013). Teachers' and education support professionals' perspectives on bullying and prevention: Findings from a National Education Association study. *School Psych Rev*, 42(3), 280–297. Retrieved from <https://www.ncbi.nlm.nih.gov.www2.lib.ku.edu/pmc/articles/PMC4235229/>.
- Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational Researcher*, 5(9), 5-15. DOI: 10.3102/0013189X005009005
- Bruner, J. (1996). Culture, mind and education. In *The education of culture*. (pp.1-3). Cambridge, Massachusetts, London, England: Harvard College Press. (ISBN: 978-0674179523).
- Cavalli-Sforza, L. L., Feldman, M. W., Chen, K. H. & Dornbusch, S. M. (1982). *Science, New Series*, 218 (4567), 19-27. <http://www.jstor.org.www2.lib.ku.edu/stable/1689191>

- Chen, G. H. (2014). The etymological analysis on a cross-cultural psychological phenomenon: Qifu. *Journal of East China Normal University, Educational Sciences*, 3, 93-98. Retrieved from www.cnki.com.cn.
- De Wet, C. (2006). Free state educators' experiences and recognition of bullying at schools. *South African Journal of Education*, 26(1), 61–73. Retrieved from <https://www.ajol.info/index.php/saje/article/viewFile/25056/20727>.
- De Wet, C. & Jacob, L. (2006). Educator-targeted bullying: Fact or fallacy? *Acta Criminologica*, 19(2), 53-73.
- De Wet, C. (2010). Victims of educator-targeted bullying: a qualitative study. *South African Journal of Education*, 30, 189-201. Retrieved from <http://www.scielo.org.za/pdf/saje/v30n2/v30n2a02.pdf>.
- De Wet, C. (2012). Risk factors for educator-targeted bullying: A social-ecological perspective. *Journal of Psychology in Africa*, 22(2), 239–244.
- Doll, B., Song, S., & Siemers, E. (2004). Classroom Ecologies That Support or Discourage Bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 161-183). Mahwah, NJ: Lawrence Erlbaum Associates.
- Dong, B. T. (2010) A survey of middle school student of teacher bullying. (Master's thesis) Retrieved from www.cnki.com.cn.
- Eccles, J. S. & Midgley, C. (1989). Stage-environment fit: Developmentally appropriate classrooms for young adolescents. In C. Ames & R. Ames (eds.) *Research on Motivation in Education, Volume 3: Goals and Cognitions*. San Diego: Academic Press. pp. 139-186. On reserve in LRC.

- Education Commission of the States (2010). *Compulsory School Age Requirements*. Retrieved from <https://www.ecs.org/clearinghouse/86/62/8662.pdf>.
- Espelage, D. L. & Swearer, S. M. (2003). Research on school bullying and victimization: what have we learned and where do we go from here? *School Psychology View*, 32 (3), 365-383. Retrieved from <http://www.nasponline.org/index2.html>.
- Gerberich, S. G., Nachreiner, N. M., Ryan, A. D., Church, T. R., McGovern, P. M., Geisser, M. S., . . . Pinder, E. D. (2011). Violence against educators: A population-based study. *Journal of Occupational and Environmental Medicine*, 53, 294 – 302. DOI: 10.1097/JOM.0b013e31820c3fa1.
- Harrington, R. G. (2014, January). Welcome to: bullying across the lifespan-what we know; what we can do presented at science on tap [PowerPoint slides]. Retrieved from course documents of PRE 798 Bullying: prevention/intervention, 2014 Fall course.
- Hofstede, G. (1984). The cultural relativity of the quality of life concept. *Academy of Management Review*, 9 (3), 389-398.
- Holt, M. K. & Keyes, M. A. (2003). In D. L. Espelage & S. M. Swearer (Eds), *Bullying in American schools: a social-ecological perspective on prevention and intervention*. (pp. 122-135). Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. (ISBN-13: 978-0805845594).
- Hu, H. H., Zhang, G. H. & Lei, L. (2014). Student violence against teachers: the status quo, interpretation, and intervention. *Psychological Research*, 7(6), 7-18. Retrieved from www.cnki.com.cn.
- Hue, M. (2007, June). The influence of classic Chinese philosophy of Confucianism, Taoism and Legalism on classroom discipline in Hong Kong junior secondary schools. *Pastoral Care in Education*, 25 (2), 38-45. DOI: 10.1111/j.1468-0122.2007.00406.x.

- James, D. J., Lawlor, L., Courtney, P., Flynn, A., Henry, B. & Murphy, N. (2008). Bullying behaviour in secondary schools: What roles do teachers play? *Child Abuse Review*, 17(3), 160–173. DOI: 10.1002/car.1025.
- Jiang, G. X. & Jiang, Y. (2010). Tracking down in the simple significance - thinking the phenomenon of teachers bullied. *Journal of Shan Xi Police Academy*, 18(3), 88-90. Retrieved from www.cnki.com.cn.
- Kauppi, T. & Pörhölä, M. (2012a). Teachers bullied by students: Forms of bullying and perpetrator characteristics. *Violence and Victims*, 27(3), 396-413. DOI: 10.1891/0886-6708.27.3.396.
- Kauppi, T. & Pörhölä, M. (2012b). School teachers bullied by their students: Teachers' attributions and how they share their experiences. *Teaching and Teacher Education* 28, 1059-1068. DOI: 10.1016/j.tate.2012.05.009.
- Kasen, S., Berenson, K., Cohen, P. & Johnson, J. G. (2003). The effects of school climate on changes in aggressive and other behaviors related to Bullying. In D. L. Espelage & S. M. Swearer (Eds), *Bullying in American schools: a social-ecological perspective on prevention and intervention*. (pp. 187-210). Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. (ISBN-13: 978-0805845594).
- Kõiv, K. (2015). Changes over a ten-year interval in the prevalence of teacher targeted bullying. *Procedia - Social and Behavioral Sciences*, 171, 126-133. DOI: 10.1016/j.sbspro.2015.01.098.
- Lee, T. & Cornell, D. (2009). Concurrent Validity of the Olweus Bully/Victim Questionnaire. *Journal of School Violence*, 9(1), 56-73. DOI: 10.1080/15388220903185613.

- Leu, Y. (2005). The enactment and perception of mathematics pedagogical values in an elementary school classroom: Buddhism, Confucianism, and curriculum reform. *International Journal of Science and Mathematics Education*, 3, 175-212. DOI: 0.1007/s10763-004-3371-5.
- McMahon, S., Martinez, A, Espelage, D., Rose, C., Reddy, L. A., Lane, K. . . . Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools*, 51(7), 753-766. DOI: 10.1002/pits.21777.
- Milner, H. R. IV (2010, March). Culture, curriculum, and identity in education. In Milner, H. R. IV (Ed.) *Culture, curriculum, and identity in education (1st ed.)*. (pp. 1-2) New York: Palgrave Macmillan. DOI: 10.1057/9780230105669.
- National People's Congress (1986). *Compulsory Education Law of the People's Republic of China* (CLI.1.2783 EN).
- Nocentini, A. & Menesini, E. Prev Sci (2016). KiVa Anti-Bullying Program in Italy: Evidence of Effectiveness in a Randomized Control Trial. *Prevention Science*, 17(8), 1012–1023.
- Olweus, D. (1993). What do we know about bullying. In *Bullying at school: What we know and what we can do*. (pp. 8-10) Oxford, UK: Blackwell. (ISBN-13: 978-0631192411).
- Olweus, D. (2007). Olweus Bully/Victim Questionnaire: Standard school report. (privately printed, 1996). Retrieved from www.hazelden.org.
- Ozkilic, R. (2012). Bullying toward teachers: An example from Turkey. *Eurasian Journal of Educational Research*, 47, 95-112. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1057367.pdf>.
- Ozkilic, R., & Kartal, H. (2012). Teachers bullied by their students: how their classes influenced after being bullied? *Procedia - Social and Behavioral Sciences*, 46, 3435–3439. DOI: 10.1016/j.sbspro.2012.06.080.

- Perie, M. (2016). PRE 822: Educational Scales, Questionnaires, and Sampling [Syllabus]. Lawrence, KS: Educational Psychology Department, University of Kansas.
- Pervin, K. & Turner, A. (1998). A study of bullying of teachers by students in an inner London school. *Pastoral Care, December*, 4–10. DOI: 10.1111/1468-0122.00104
- Poggio, J. (2016). PRE 725 - Introduction to Measurement [Syllabus]. Lawrence, KS: Educational Psychology Department, University of Kansas.
- Preble, W.K., & Gordon, R.M. (2011a). School climate: the heart and soul of a school. In *Transforming school climate and learning: Beyond Bullying and Compliance*. (pp.11-16) Thousand Oaks, CA: Corwin Press. (ISBN-13: 978-1412992688).
- Rodkin, P. C. (2003). Peer Ecologies of Aggression and Bullying. In D. L. Espelage & S. M. Swearer (Eds). *Bullying in American schools: a social-ecological perspective on prevention and intervention*. (pp. 87-95). Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. (ISBN-13: 978-0805845594).
- Romeo, R. D. & Mcewen, B. S. (2006). Stress and the adolescent brain, *New York Academy of Sciences, 1094*, 202-214.
- Sapolsky, R. M. (2004). Why don't zebras get ulcers? In *Why zebras don't get ulcers*. (pp. 1-18). New York: Henry Holt and Company.
- Selye, H. (1950). Stress and general adaptation syndrome. *British Medical Journal*. 1383-1392.
- Sheridan, S. M., Warnes, E. D. & Dowd, S. (2003). Home-school collaboration and bullying: an ecological approach to increase social competence in children and youth. In D. L. Espelage & S. M. Swearer (Eds), *Bullying in American schools: a social-ecological perspective on prevention and intervention*. (pp. 245-267). Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. (ISBN-13: 978-0805845594).

- Simmel, Georg (1971). In Levine, Donald N, ed. Georg Simmel on individuality and social forms: selected writings. Chicago: University of Chicago Press. pp. xix. ISBN 9780226757766.
- Smith, P. K. (1991). The silent nightmare: Bullying and victimization in school peer groups. *The psychologist*, 4, 243-248. DOI: 10.1023/B:SPOE.0000010668.43236.60.
- Steffgen, G. & Ewen, N. (2007, April). Teachers as victims of school violence - the influence of strain and school culture. *International Journal on Violence and Schools*, 3, 81-93. Retrieved from <http://www.ijvs.org/files/Revue-03/pp-81-93-Steffgen-IJVS-n3.pdf>.
- Stewart, C. B. & Robles-Piña, R. (2008). Black and blue: the impact of nonfatal teacher victimization. *The Journal of At-risk Issues*, 14 (2), 9-15. Retrieved from <http://files.eric.ed.gov/fulltext/EJ942839.pdf>.
- Swearer, S. M. & Espelage, D. L. (2003). Introduction: A social-ecological framework of bullying among youth. In D. L. Espelage & S. M. Swearer (Eds). *Bullying in American schools: a social-ecological perspective on prevention and intervention*. (pp. 1-5). Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. (ISBN-13: 978-0805845594).
- Swearer, S. M., Espelage, D. L. & Napolitano, S. A. (2009a). Bullying behaviors in elementary, middle, and high schools. In *Bullying prevention and intervention: Realistic strategies for schools*. (pp. 1-2). New York, N.Y.: The Guilford Press. (ISBN-13: 978-1606230213).
- Swearer, S. M., Espelage, D. L. & Napolitano, S. A. (2009b). Use your own sources to combat bullying. In *Bullying prevention and intervention: Realistic strategies for schools*. (pp. 74-77). New York, N.Y.: The Guilford Press. (ISBN-13: 978-1606230213).
- Swearer, S. M., Espelage, D. L. & Napolitano, S. A. (2009c). *Bullying prevention and intervention: Realistic strategies for schools*. New York, N.Y.: The Guilford Press. (ISBN-13: 978-1606230213).

- Terry, A. (1998). Teachers as targets of bullying by their students: A study to investigate incidence. *British Journal of Educational Psychology*, 68, 255–268. DOI: 10.1111/j.2044-8279.1998.tb01288.x.
- Tiesman, H., Konda, S., Hendricks, S., Mercer, D., & Amandus, H. (2013). Workplace violence among Pennsylvania education workers: differences among occupations. *Journal of Safety Research*, 44, 65 – 71. DOI: 10.1016/j.jsr.2012.09.006.
- Timmons-Mitchell, J., Levesque, D. A., Harris, L. A. Flannery, D. J. & Falcone, T. (2016). Pilot test of standup, an online school-based bullying prevention program. *National Association of Social Workers*, 38(2), 71-79.
- Underwood, M. K. (2011). Aggression. In M. K. Underwood & L. H. Rosen (Eds.), *Social Development* (pp. 207-234). New York: Guilford.
- United Nations General Assembly. (1948). *The Universal Declaration of Human Rights (UDHR)* (General Assembly resolution 217 A).
- Vieno, A., Gini, G. & Santinello, M. (2011). Different forms of bullying and their association to smoking and drinking behavior in Italian adolescents. *Journal of School Health*, 21(7), 393-399. DOI: 10.1111/j.1746-1561.2011.00607.x.
- Wang, X. L. (2003). Changing from traditional teaching to constructivism teaching: Comparing two teaching methods using real life English teaching examples. *Foreign Languages and Their Teaching*, 6, 29-31. Retrieved from www.cnki.com.cn.
- Wei, C., Gerberich, S. G., Alexander, B. H., Ryan, A. D., Nachreiner, N. M. & Mongin, S. J. (2013). Work-related violence against educators in Minnesota: Rates and risks based on. *Journal of Safety Research*, 44, 73-85. DOI: 10.1016/j.jsr.2012.12.005.
- West, B. (1986). Culture before ethnicity. *Childhood education*. 62 (3), 175-181.

- Wilson, C. M., Douglas, K. S. & Lyon, D. L. (2011). Violence against teachers: prevalence and consequences. *Journal of Interpersonal Violence*, 26(12), 2353-2371. DOI: 10.1177/0886260510383027.
- Zhang, W. (2016). Intervention against bullying in mainland China. In P. K. Smith, K. Kwak & Y. Toda (Eds). *School Bullying in Different Cultures: Eastern and Western Perspectives*. (pp. 365-375). Cambridge University Press. University Printing House, Cambridge CB2 8BS, United Kingdom.
- Zhang, A., Musu-Gillette, L., & Oudekerk, B.A. (2016). Indicators of School Crime and Safety: 2015 (NCES 2016-079/NCJ 249758). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.
- Zhang, W. X., Wu, J. F. & Jones, K. (1999). Olweus bully/victim questionnaire - Chinese version. *Psychological Development and Education*, 2, 7-11. Retrieved from www.cnki.com.cn.
- Zhong Xin Wang (2016). Guidance on preventing elementary and middle school students' bullying behaviors. Retrieved from <http://www.chinanews.com/gn/2016/11-11/8059807.shtml>